

# The Historical Outlook

A JOURNAL FOR

READERS, STUDENTS AND TEACHERS OF HISTORY

*Continuing The History Teacher's Magazine*

BOARD OF EDITORS APPOINTED BY THE AMERICAN HISTORICAL ASSOCIATION:

EDGAR DAWSON, SARAH A. DYNES, D. C. KNOWLTON, L. M. LARSON, W. L. WESTERMANN  
ALBERT E. MCKINLEY, MANAGING EDITOR

---

Volume XII.  
Number 4.

PHILADELPHIA, APRIL, 1921.

\$2.00 a year.  
25 cents a copy.

---

## CONTENTS

	PAGE
Historical Study in English Universities, by Prof. B. E. Schmitt	109
Research Work in the Historical Branch of the General Staff, by Col. O. L. Spaulding, Jr. - - - - -	113
Report of the Committee on History and Education for Citizenship: III. Syllabus for Ninth Grade Study of American Industries, by Frances M. Morehouse - - - - -	119
Comments upon Committee's Report - - - - -	142

Periodical Literature, by Dr. G. B. Richards, 143; National Council of Teachers of the Social Studies, 144; Recent Historical Publications, listed by Dr. C. A. Coulomb, 144; Recent Periodical Articles, listed by Dr. L. Stock, 146.

---

*Published monthly, except July, August and September, by McKinley Publishing Co., Philadelphia, Pa.*

Copyrighted, 1921, McKinley Publishing Co. Entered as second-class matter, October 26, 1909, at Post-office at Phila., Pa., under Act of March 3, 1879

*A New History in the New Spirit*

ROBINSON - BEARD'S

**History of Europe: Our Own Times**

An unbroken story from the reign of Louis XIV to the present day, with the emphasis on the last fifty years. The vivid, picturesque style makes history live for the pupil and furnishes an excellent background for the interpretation of present events. Like the authors' previous works this book concerns itself with conditions rather than chronology, with cause and effect rather than sporadic events.

*Ready in April***Ginn and Company**

Boston New York Chicago London  
Atlanta Dallas Columbus San Francisco

**To Teachers of History**

**H**AVE you seen the new book, **Elson's Modern Times and the Living Past?** Its unusually appealing character warrants your special consideration in the selection of text-books for your classes. There has never been a book on this subject which was at once so historically true, so discriminating and so full of meaning to American boys and girls. Elson RE-CREATES history.

*By Henry W. Elson, A. M., Litt. D.  
President of Thiel College, Greenville, Pa.  
Formerly Professor of History, Ohio University, Athens, Ohio*

**AMERICAN BOOK COMPANY**

New York Cincinnati Chicago Boston Atlanta

**"America's Participation  
in the World War"**

The above is the title of a *new map*, No. 33, illustrating the latest chapter in American History, recently added to the favorably known and widely used

**SANFORD AMERICAN HISTORY MAPS**

*By Albert H. Sanford, Head of History Department  
State Normal School, La Crosse, Wis.*

This new plate brings the *Sanford Maps* up-to-date. It contains 2 maps, (1) showing "War Activities in the U. S." and (2) "Western Front in Europe." They show graphically our country's splendid achievement in the world war.

IN PREPARATION—a new map showing the PRESIDENTIAL ELECTION OF 1920

**SEND FOR FREE BOOKLET No. H12**

Containing Twelve Colored Illustrations of the Maps

— ADDRESS THE PUBLISHERS —

**A. J. NYSTROM & CO.**

2249-53 CALUMET AVENUE

CHICAGO, ILL.

**NEW HISTORY MAPS**

**Designed by Educators Edited by Scholars  
Produced by Craftsmen**

**LARGE WALL SIZE 44 x 32 inches**

**Ancient**

**By James Henry Breasted and Carl F. Huth, Jr.  
of the University of Chicago**

**European**

**By Samuel Bannister Harding  
formerly of Indiana University**

**American**

**By Albert Bushnell Hart of Harvard University and  
Herbert E. Bolton of the University of California**

*For details see June 1920 Issue*

Address nearest office

**460 E. OHIO ST., CHICAGO  
or GRAND CENTRAL PALACE in New York City**

**DENOYER-GEPPERT CO.**

Scientific Map Makers

*Published Last August***THE AMERICAN DEMOCRACY**

BY

**S. E. FORMAN**

12mo

474 pages

While this book is based on the author's Advanced Civics, and embodies the features which have made that text so successful, it is essentially a new book. It is a text for a third or fourth year high school combination course in civics and social problems. Here one finds in practical textbook form the new point of view in civics instruction as represented by the new courses of study. The fundamentals of government are clearly and adequately traced, but over half of the volume is given to a discussion of actual problems and conditions of the day—civic, social, economic, and industrial—such as: Transportation, International Relations, Justice, Health, Safety and Morality, Helping the Poor, The Laws and the Working Man, Labor, Immigration, Foreign Commerce, Urban America, and Rural America.

*Teachers considering the adoption of a new text in this field are invited to write for descriptive matter.*

**THE CENTURY CO.**

**353 FOURTH AVENUE  
NEW YORK CITY**

**2126 PRAIRIE AVENUE  
CHICAGO**

**The University of Wisconsin  
SUMMER SESSION**

June 27th to August 5th  
(Law School June 20th to August 26th)

One Fee, \$20, for ALL Courses  
(Except Law \$32)

Courses in all Colleges, leading to the Bachelor's and  
Higher Degrees and Providing Opportunity  
for Professional Advancement.

*For :*

University, College and Normal School Instructors.  
High-School Teachers, Principals, Superintendents.  
Grade School Teachers, Supervisors.  
Men and Women in Professional Life.  
College Graduates and Undergraduates.  
High School Graduates.  
Research Facilities. Lakeside Advantages.

For Further Information Address:  
Director Summer Session, Madison, Wis.

**HISTORY:** A full program of courses by Byrne, Chase,  
Fish, Paxson, Root, Rostovtzeff and Stephenson.

**Leading books on  
important subjects**

European history since the French Revolution:  
**EUROPE, 1789-1920**, by E. R. Turner, University  
of Michigan. Price \$3.50.

European history since the Franco-Prussian War:  
**EUROPE SINCE 1870**, by E. R. Turner, University  
of Michigan. To be published in April.

A brief history of Latin-American independence and  
of our diplomatic relations with Latin America:  
**THE UNITED STATES AND LATIN AMERICA**,  
by John H. Latané, Johns Hopkins University.  
Price \$2.50.

Present world organization, international law, and  
international co-operation:  
**THE NEW WORLD ORDER**, by F. C. Hicks,  
Columbia University. Price \$3.00.

**DOUBLEDAY, PAGE & CO.**  
Garden City New York

## Beards' History *of the* United States

*Ready  
March  
15th*

A topical history setting forth the important aspects and problems of each period and emphasizing those historical movements which help to explain how our nation has acquired its most striking characteristics. The social and economic aspects of our history are fully treated, particularly in relation to the politics of each period. Special attention is given to the history of those current questions which must form the subject matter of sound instruction in citizenship. The United States is regarded as part of a general civilization; accordingly appropriate place is given to diplomacy, foreign affairs, world relations, and the reciprocal influence of nations.

## Burch's American Economic Life

*Ready  
Early  
In  
April*

A presentation largely in problem form of the more important phases of American economic life, especially adapted to the needs of the elementary student of social science. The material is carefully organized by means of chapter outlines, while topics at the close of each chapter re-enforce and illuminate the matter previously presented. Intended to appeal primarily to those who believe that true training in American citizenship can be secured only by a properly correlated knowledge of economic, civic, and social factors in American civilization.

---

---

### THE MACMILLAN COMPANY

NEW YORK  
DALLAS

BOSTON  
ATLANTA

CHICAGO  
SAN FRANCISCO

# The Historical Outlook

Continuing The History Teacher's Magazine

Volume XII.  
Number 4.

PHILADELPHIA, APRIL, 1921

\$2.00 a year.  
25 cents a copy.

## Historical Study in English Universities

BY PROFESSOR BERNADOTTE E. SCHMITT, WESTERN RESERVE UNIVERSITY

The number of American students coming to English universities appears to be steadily increasing, and some, perhaps many, of them arrive without any clear notion of the technique of entering a university, the facilities for study or the manner of obtaining degrees. The object of this paper is to give some account, for the benefit of teachers and students of history in America, of the opportunities for historical study afforded by the English universities. This seems the more desirable because the calendars, statutes and regulations which correspond to our catalogues are by no means easy for the average American to understand or interpret. On the other hand, the English university officials are not always able to estimate readily the amount of work which a student has accomplished in America, especially if he comes from a small college.

As is true of most English institutions from Parliament down, the English universities have "grown" each with its own traditions and usages, and the overseas enquirer, accustomed to the uniformities of our academic system, is at first greatly confused. It is, however, possible to distinguish two principal types: one, the old universities of Oxford and Cambridge, and two, the new municipal institutions, of which London and Manchester are of particular interest to students of history. Each will have to be considered separately, first as regards the B.A. degrees, and then with reference to the graduate departments, of which there has been a certain development as a result of the war. In general, the facilities for graduate work are better organized in London and Manchester than in the old universities; at the same time, it would be a great mistake to suppose that the American B. A. will not find an Oxford or Cambridge course very much to his profit.

Oxford and Cambridge are residential universities composed of colleges, and a student must be enrolled in a college (or, *faute de mieux*, in a non-collegiate body). Admission to a college is not, as it were, a matter of right (which is the American notion, if a student is properly prepared), but a favor. The first step for an American wishing to study in either Oxford or Cambridge is to get himself accepted by some college, which involves making formal application to the head or other proper authority; a list of the colleges and the proper official to address is provided in the *Handbooks* issued by both universities. Once admitted to a college, the student must next pass an entrance examination (in most colleges, this

is a preliminary condition of admission), at Oxford called "Responsions ("Smalls"), at Cambridge the Previous Examination ("Little-Go"); and then (at Oxford) a second examination within the first year, the First Public Examination. These out of the way, the student proceeds to a Final Honor School (Oxford) or a Tripos (Cambridge), taken at the end of the third or fourth year (for purposes of American students the Pass Schools may be left out of consideration). Although there is no absolute rule, except for graduates of universities which have been admitted as Affiliates Institutions, yet, generally speaking, graduates of American colleges and universities are excused from the preliminary examinations, and may proceed at once to an Honor School or Tripos, the examination for which they may take at the end of their second year of residence.

The Honor School of Modern History at Oxford and the Historical Tripos at Cambridge may be cordially recommended as admirable "ground schools" for advanced historical study. At Oxford, women are now admitted to degrees and privileges on the same basis as men; the ultimate outcome of the agitation at Cambridge, which has for the present refused to grant degrees to women, is uncertain. In both cases, as, indeed, at all English universities, there is a much greater specialization than we are accustomed to, even where the major and minor system is fully developed; as will be seen from the following synopses, the student devotes his whole attention to history and certain allied subjects.

In the Oxford Honor School the subjects of study are:

1. English history—political, constitutional, economic.
2. General history, in one of eight periods, the first beginning at A. D. 285, the last ending at A. D. 1878.
3. A special subject, studied from original authorities; eleven choices are offered at present.
4. Political science, with special reference to certain famous writers.
5. Economic theory.
6. A thesis (optional).
7. "A knowledge of constitutional law and political and descriptive geography."
8. Sight translation from at least one modern language.

For students who have to take the First Public Examination, a Previous Examination in History has been instituted. Its subjects are the Outlines of European History, 800-1494 or 1494-1789; original texts—Tacitus, *Germania*; Aristotle, *Politics*, Books I and III, and a choice of certain historical classics; elements of economic theory; and sight translation from one ancient and one modern language.

The Cambridge Tripos is divided into two parts. Part I is taken at the end of the second year; Part II at the end of the third or fourth year, according as four or five subjects are offered. Americans with advanced standing can reduce these periods by one year. The course of study is as follows:

#### PART I

1. Subjects for an essay.
2. English history—political, constitutional, economic.
3. General European history (medieval).
4. General European history (ancient), or Political Science A, "a comparative study of political institutions and their development, with some reference to the history of political theory."

#### PART II

1. Subjects for an essay.
2. General European history (modern).
3. A special subject, studied in original authorities; a choice of eight is offered.
4. Political Science B, "the nature and end of the state and the grounds of political obligation, the structure and functions of government, with reference to the requirements of the modern state."
5. Political economy.
6. International law.

A student offers one or two only of the last three subjects.

At both Oxford and Cambridge, constitutional history is studied largely from documents (in the collections of Stubbs, Prothero, Gardiner and Robertson), thereby affording a valuable training in the use of sources. Furthermore, a considerable knowledge of detail is required, and the number of books to be read will come as a distinct surprise to the American student who is accustomed to a text and some collateral references. But undoubtedly the most valuable feature, which is not to be found elsewhere, is the tutorial system, under which the student goes once a week for an hour's conference with his tutor, to read an essay and discuss his work. Here it is that he is taught to think and to write (not by any theme course) and is imbued with the historical spirit. The writer looks back upon these hours as the most stimulating moments of his Oxford experience, worth more than most lectures and many books. Not that the lectures, which are innumerable and of the most varied scope, are unimportant. But the fundamental purpose of the Honor School or Tripos is to draw out the individual, to develop his critical powers, to inculcate sound methods rather than to cram his mind with mere historical information. It is significant that in the examinations answers are desired from only five or six of perhaps the twenty questions set,

the idea being that the quality of a student's work can be readily gauged from his treatment of those subjects with which he is most familiar. It should also be noted that the most serious study is done, not at the university, where the student spends only 25 weeks of the year, but in the vacations, especially in the "long" or summer holiday. An American student who followed this practice would be a prime favorite with his teachers. Most Americans, even if equipped with a respectable historical knowledge, will find these "Schools" worthy of their mettle, and a First Class is one of the highest academic distinctions in England.

For many years Oxford has offered research degrees, the B.Litt. and the D.Litt., and the former has been taken by several American historians. But neither has quite met the demand for graduate work by Rhodes Scholars and other foreign students. The D.Litt. is awarded only to M.A.'s and B.Litt.'s of Oxford for published work, and, usually, to men of mature years. The B.Litt., on the other hand, is open to persons who have received "a good general education," is awarded, after not less than two years' study, upon the completion of a satisfactory dissertation, prepared under the direction of a supervisor and successfully sustained in an oral examination. Being exclusively a research degree, it is not, except in unusual cases, recommended to an American, for it does not provide that preliminary technical training which is the prerequisite of all genuine research.

It is to supply this need that the Ph.D. has recently been established, the requirements for which are a previous degree approved by the University, three years' study, an examination and a dissertation. The candidate, instead of beginning his research at once, will spend the first year in preparatory study and need signify the subject of his dissertation only at the end of the year. At present, it must be admitted, the facilities for giving this technical training are not highly developed, but the need will be met as the demand grows. Students who may be granted advanced standing are permitted to come up for the degree in two years: in practice, this will apply to those who are fitted to begin their research, under a supervisor, immediately upon coming into residence. The examination for the Ph.D. in history will include a paper on the general history of the subject or period to which the dissertation relates, and a paper on the primary and secondary authorities for the period; in certain cases, a knowledge of palaeography and diplomatic and other auxiliary subjects will be required. The supervisor is expected "to direct and superintend the work of a student, but not to give him systematic instruction." As the degree is a very new thing, no evidence of its practical working is as yet available. But graduate students will find Professor Charles H. Firth and other scholars more than ready to give them much time and to assist them in every way possible; indeed, it is probable that students will enjoy a more intimate association with their supervisors than is common in our American universities. Communications with reference to the degree should be addressed to the

Assistant Registrar, University Registry, Oxford, who will supply detailed information.

The Cambridge arrangements for research work are much the same as at Oxford; full information may be obtained from the Registry of the University, which will supply the *Research Student's Handbook*, or from Sir Geoffrey Butler, Corpus Christi College, who from his knowledge of American universities and as Lecturer in History is particularly able to advise American students. The Ph.D. degree is granted to graduates of other universities upon completion of a dissertation. The prescribed period of study is three years, but persons specially qualified may be excused one year of research, and those who may need the full time are allowed to spend one year, or in even special cases even two years, away from Cambridge. A candidate for the Ph.D. must indicate, in applying for admission, the specific course of study he wishes to pursue, and must supply "adequate evidence that he is qualified to enter upon the proposed course." The university has recently instituted the degrees of M.Litt. and M.Sc. (comparable to the B.Litt. and the B.Sc. at Oxford), which are awarded for a two years' course of research, or in connection with the Ph.D.

Some of the Cambridge colleges, e. g., Trinity and Corpus Christi, admit American students properly qualified for one year to read with a special teacher or to follow out some particular research. Such residence does not lead to a degree, but does permit a real incorporation in the college and university life. At present, four Americans and two Canadians have availed themselves of this privilege at Corpus Christi. Sir Geoffrey Butler will be glad to furnish information about certain scholarships, bursaries, etc., available for Americans.

The University of London is composed of a large number of colleges, schools and institutions, but the graduate teaching in history is provided principally in King's and University Colleges, and in the new Institute of Historical Research about to be opened. The colleges possess no residential facilities, which is the essence of the Oxford-Cambridge system, but are teaching centres only. Admission to them is therefore generally granted to all who pass or secure exemption from the Matriculation Examination. An Intermediate Examination is taken at the end of the first year, after which students proceed in two years to the B.A. degree (Pass or Honor). A First or Second Class in an Honor School, or its equivalent, is a prerequisite for the higher degrees (M.A., D.Lit., Ph.D.). Graduates of American colleges and universities intending to take one of these higher degrees in history will, unless specially qualified, be expected to take, at the end of their first year, certain papers in the B.A. Honors examination.

The Honor School is divided into four branches:

1. Ancient and medieval history: the ancient world, general European history to 1500, English history to the middle of the fifteenth century.
2. Medieval and modern history: English history, and general European history from A. D. 895.

3. Oriental history, with special reference to the history of India: British history from 1714, the history of India and general European history, 395-1500 or from 1500.

4. Oriental history, with special reference to the history of the Near and Middle East: British history since 1714, history of the Near and Middle East from A. D. 395, the Eastern Question since 1500, and general European history, 395-1500 or since 1500.

In each branch students are also examined in the History of Political Ideas; in an optional subject, studied in original documents; in a special subject, with some attention to Historical Evidence; in Historical Geography; and in sight translation from a foreign language. Lectures are given at the various colleges and schools of the University, but the tutorial system is not in vogue, although something comparable to the Princeton preceptorial system is being developed.

American students will, however, be more interested in the facilities for graduate work. The M.A. degree is granted for a thesis on an approved subject, "which is either a record of original work or an ordered and critical exposition of existing data with regard to a particular subject"; there is an oral examination on the subject of the thesis, and a written examination "in a subject or subjects cognate to the thesis specially prescribed in each case."

Candidates for the Ph.D. "must possess adequate historical equipment." The course of study is not less than two years. The thesis "must form a distinct contribution to the knowledge of the subject, afford evidence of originality, and be produced in a form suitable for publication"; there are the usual written and oral examinations.

Detailed information can be obtained from the Academic Registrar, University of London, South Kensington, London, S. W. 7. Candidates should make application for registration before coming to London; if possible, in the session before that in which they desire to begin their work, for each application is considered individually by the Senate of the University. Applications should be accompanied by evidence of graduation, a certificate of the course of study, a copy of the catalogue of the candidate's university, testimonials and copies of any printed papers, together with a statement of the course of study which, and the teacher under whom, the candidate desires to study, the nature of the subject proposed for a thesis and the date when he proposes to begin his work. Information concerning courses of study may be secured from the Chairman of the Board of Studies in History, University of London, South Kensington, London, S. W. 7.

Undoubtedly, American students will be attracted chiefly by the new Institute of Historical Research, which is the nearest approach in any English university to an American graduate school. Housed in a building specially constructed for it, in which is located also the British Institute of International Affairs, around the corner from the British Museum and the Royal Historical Society, and not far from

the Public Record Office, it will surely become the Mecca of all research students and it will be ready to welcome American visitors in the coming summer. The collections of printed sources and historical publications to be brought together will not, at least, for some time, be more extensive than are to be found in our own large libraries, but, being readily accessible, they will be more convenient than the books of the British Museum. But what Americans will appreciate most will be the opportunity to meet the leaders of historical study in England; for, although the school is under the immediate control of the University of London and will be the centre of graduate teaching in the university, many other historians, such as Professor Firth, of Oxford, and Professor Tout, of Manchester, are deeply interested, and the officials of the Record Office are coöperating. It is sufficient to remark that the Institute will be directed by Professor A. F. Pollard, who will have as his associates such scholars as Professor Paul Mantoux, Professor F. J. C. Hearnshaw, Professor A. P. Newton, Dr. Hubert Hall, Dr. R. W. Seton-Watson, Mr. H. W. V. Temperley and many other able men and women. The seminar system is better developed than in the other universities, and there are various historical societies and conferences; while it is hardly necessary to add that the greatest collections of sources for English history are located in London. Americans, whether distinguished scholars or budding graduate students, may be assured that everything possible will be done to make their stay both pleasant and profitable. Students who do not wish to read for a degree will also be able to use the Institute and to receive instruction from the staff. The Institute will be formally opened in May, and in the week of July 11 there will be a conference of professors of history in British, American and Canadian universities, for which invitations have been sent out on a generous scale. It is hoped that a large and representative group of American scholars will be present.

The University of Manchester, in its organization, scope and purpose, resembles our own great institutions of learning more closely than any other university in England; no special description is therefore necessary. The Historical School was founded before Owens College had become the University, and among its professors have been Sir Adolphus Ward and Dr. James Tait, now Honorary Professor. The Honors School, established thirty-nine years ago, has probably turned out a greater number of historical investigators, in proportion to its enrollment, than any other course in England; witness the *Historical Series* of the Manchester University Press, to which its members have contributed all but three of the thirty-eight volumes.

The Honors course for the B.A. degree aims at giving "both a broad view of universal history and the beginnings of specialized training." It covers the general history of Western civilization, ancient, medieval and modern; a more particular study of British political and constitutional history; a special subject mainly studied in original authorities drawn from within a special period more generally studied;

certain "prescribed books," historical classics, original and secondary; and one or more theses based on sources within the special period. Certain courses are also required in Latin and one other language, as well as in some of the following subjects—archæology, geography, literature, political economy and political science. The examination is in two parts, taken at the end of the second and third years, respectively; it is interesting to observe that in the second part there is an optional paper on the nineteenth century.

In the organized facilities for graduate work, Manchester at present stands at the head of the English universities. Special courses and seminars for advanced students are offered as follows: the reign of Hadrian, history of Roman Britain, certain aspects of early church history, various topics of English history in the thirteenth and fourteenth centuries, palæography, medieval historical bibliography and archæology, English history in the eighteenth and nineteenth centuries, history of British India, and British colonial history in the seventeenth century. The Department of Economic History has special advantages to offer on the subjects of guilds, mercantilist commercial policy, English social history in the early nineteenth century, the Lancashire cotton industry, and modern industrial problems. Professors T. F. Tout, J. Tait, F. M. Powicke, Ramsay Muir, George Unwin and Mr. A. G. Little need no introduction in America, while the recent appointment of M. Robert Fawtier and Professor E. G. Gardner will facilitate advanced studies in French and Italian medieval history; there are many other competent scholars on the teaching staff.

The university library is the largest in any of the new institutions in England, and there are three specialized departmental libraries. The John Rylands Library in the city of Manchester, in addition to its general historical collections, which are very extensive and include a great variety of manuscripts and incunabula, contains over 10,000 pamphlets for English history in the seventeenth and eighteenth centuries, and much manuscript and other rare material for the history of British India. Several research fellowships and scholarships have been established, some of which are not restricted to alumni of the University or to British subjects. Mention should also be made of the historical conference, composed of teachers and advanced students, which meets about six times a year for dinner and discussion.

The M.A. degree is awarded to approved graduates of any university for two years' research embodied in a thesis. The Ph.D. degree requires a definite course of study and training in historical method, extending over not less than two years and approved by the department, which may prescribe instruction in other departments; after the first year, the research for the thesis may be carried on elsewhere, with the approval of the university. There is an oral examination on the subject of the thesis and "in matters relevant thereto," and a candidate may be, in some cases, required to pass a written examination. Two copies of the thesis, with a short

abstract, must be given to the university. At the present time there are seven students working for the Ph.D. in history. Full information will be supplied by Professor T. F. Tout, who is the Director of Advanced Study in History.

Americans will be interested to learn that Manchester is the first English university to provide instruction in American history. To meet the request of the Manchester Branch of the Anglo-American League, Miss Frances Morehouse, of the University of Minnesota, has been appointed Assistant Lecturer to give lectures in American history.

In this brief survey, which has been rather technical, it has not been possible to illustrate the spirit in which historical research is being carried on in England, or to speak of the great variety of the opportunities afforded. Suffice it to say that in all the universities there is a new enthusiasm for advanced

study, and that every effort is being made to provide both adequate facilities and organized instruction. There are at least eight American historians pursuing research in London this winter. They will all, I am sure, testify to the courtesy with which they have been received in university circles and the many kindnesses extended to them on every hand. It is to be hoped that in subsequent years an even greater number of our students and scholars will avail themselves of these privileges.<sup>2</sup>

London, February, 1921.

<sup>2</sup> Principal Ernest Barker, Professor A. F. Pollard and Miss E. Jeffries Davis, of London; Sir Geoffrey Butler, of Cambridge; and Professor T. F. Tout, of Manchester, have been of great assistance in giving the writer the latest information about their respective universities. The American University Union, 50 Russell Square, London, W. C. 1, may be consulted by prospective students, as well as the University authorities indicated above.

## Research Work in the Historical Branch of the General Staff

BY COL. OLIVER L. SPAULDING, JR., HISTORICAL BRANCH, GENERAL STAFF,  
U. S. WAR DEPARTMENT

Historical research as a military function seems to be looked upon somewhat in the light of an innovation in this country, but in reality the idea should not be surprising to us. In the nature of things, generals have always founded their military systems on the history of past operations; and we have examples of historical accounts of military operations from all ages. Disregarding the Iliad for the time being, as based upon insufficient documentation, and as treating the Trojan War from the popular, rather than the critical point of view, we may at least mention Xenophon as a general with a true historical eye. A distinguished military teacher in time of peace, a successful leader in war, his march tables of Cyrus' army are not a bad model for the keeper of a war diary today. Even the school boy, without military training and with the desire only to get through the prescribed number of lines of text, remembers them gratefully for their simplicity and clarity; I heard a man remark the other day that the only words of Greek that stuck in his mind were "*enteuthen exelaunei*." And no commanding officer can read his terse account of his troubles when rounding up stragglers in action without recognizing all the symptoms, and realizing that human nature forms the material of a soldier, special armament and technique only the exterior form and coloring.

A few centuries later, we find that distinguished military historian Julius Caesar, more conspicuous than Xenophon as a general, but possibly more open to suspicion on the ground of political bias.

Coming at once to more modern times, we find Napoleon as the great exponent of this field of military study. As we all know, he was a deep student of military history; not only did he study the methods of the great masters, but when he contem-

plated operations in any particular theater, he was careful to look up all previous operations there, as we might have looked up our Caesar between 1914 and 1917, and as we may have occasion to review Xenophon if we take up the Armenian mandate. But, more directly in point than this, he also made a record of his own campaigns, for the benefit of himself and of posterity. That is, he had a real Historical Branch in his General Staff, functioning intermittently only, but functioning.

To use the current slang of the present day, his communiqués were propaganda. But they were for that use only; for private use he wanted facts, ample and uncolored. Hence he took pains to have his battlefields carefully surveyed, as soon as possible, and plans of the battles prepared for record and for study.

Still more recently, and within our own memories, we see that the two leading military countries, Germany and France, maintained conspicuously active historical sections in their staffs. Their work on the Franco-Prussian War, of course, is the most conspicuous, but they by no means limited themselves to this; they dealt with military history in general, and were willing to learn in any school. On the Franco-Prussian War, the German work leaves much to be desired in the matter of impartiality; but on foreign wars this is not the case. And all work of both historical sections, without exceptions, is very well done and very valuable. We all know how closely the Germans had studied Hannibal, and how much Schlieffen's writings on the battle of Cannae influenced their strategy and tactics in the recent war; it is perhaps less well known that they had done a good deal of excellent work on our Civil War, and that the French are now making studies of it.

In the United States, before the war with Germany, we had never had a bureau to deal with military history. Unofficial interest had, however, been increasing both within and without the army; a few officers had published studies of some merit, and a few civilian historians had given their attention to this specialty. Prominent among the latter was the late Prof. R. M. Johnston, of Harvard, whose book on Bull Run gave reason to expect much from him had it not been for his recent untimely death, undoubtedly hastened by his service in France, which service will be mentioned again below.

Another distinguished historian who dealt with military affairs during the period in question was Justin H. Smith, whose book on our war with Mexico, although published since the war, was in preparation for some years before it. This book is remarkable, as showing the open-minded way in which the trained historical worker approaches a new problem, and the care he takes in preparing himself to handle it. It is to be hoped that Prof. Smith will not leave the military field altogether, but will make further use of the military knowledge that he has acquired in the preparation of this book.

Within the army, interest was greatly stimulated by an expansion of the scope of the historical courses at the Service Schools. Up to about 1905, military history had been taught there chiefly in the form of narrative accounts of operations, with more or less discussion of the strategy and tactics involved; there was little or no attention given to developing in the student the power to do historical work himself. Courses in historical method were now introduced, treating historical documents as laboratory material, and illustrating the laboratory technique necessary to deduce facts therefrom. The facts themselves so deduced were treated as useful by-products rather than the primary purpose of the work. These courses gave rise to much discussion, many officers were led to place themselves in the critical attitude of investigators, and the way was prepared for the development of a special historical organ in the War Department.

In the spring of 1918 this organ made its appearance in the form of the Historical Branch, War Plans Division, General Staff. This Branch was assigned offices in the War College Building, where the whole War Plans Division was then quartered; it began at once to collect historical documents and prepared to make use of them. It was fortunate in securing the services of several historians of standing, who joined it, serving under emergency commissions; the military character was impressed upon it by assigning as its first chief a graduate of the Service School courses above mentioned, and as members several retired officers who had gained reputation as military historians. Its strength grew to some thirty officers before the Armistice.

It was evident that nothing could be done for a long time on activities abroad; personnel and facilities were lacking in the theater of operations, and the requirements of secrecy were more stringent. But a beginning was made with military activities in the United States. Sections were formed to deal with

diplomatic relations as affecting military problems, and with the economic and military mobilization of the country, and for the collection and preservation of photographs. A detailed and careful survey was made of the ground which might ultimately be covered; and this resulted in an outline suitable for a very complete history of the participation of the United States in the war. This outline, of course, was never considered to be a finished product, but remained always subject to current revision.

Naturally, no detailed plans for the history of operations could be made beforehand and at a distance; it was necessary to leave blank spaces in the outline, and then send observers abroad to make the plans. Prof. R. M. Johnston, then serving in the Historical Branch, under a temporary commission as major, was detached for this purpose and sent to France with a small party of assistants. He was placed on duty at General Headquarters of the American Expeditionary Forces in the Historical Section, General Staff; he established its archives, soon became its chief, and continued as such until the expansion of the section after the armistice, when he remained as assistant chief. That section passed through many vicissitudes, but succeeded in collecting a large quantity of documents; it was finally designated as the repository of papers turned in to G. H. Q. by troop units ordered home, and in general of all historical documents which had ceased to be "live files" in the office of origin.

In the spring of 1919, more officers having become available on account of the termination of hostilities, the G. H. Q. Section was much enlarged and undertook a considerable amount of field work. The ground covered by the most important of the American operations was studied and record made of all evidence found there which might assist in later interpretation of documents. This evidence was put in the form of maps, sketches, photographs, and written field notes. This work was undertaken only just in time, for, while evidence of this nature was still plentiful it was rapidly disappearing; the clearing up of debris and the plowing of fields was progressing with great rapidity, a most encouraging indication of early rehabilitation of the country.

Meanwhile, a similar Historical Section had been established, independently, at headquarters of the Services of Supply, and had been very active in collecting material dealing with every phase of that intricate organization. Original documents were accumulated or located in the files where they originated, and special historical summaries were called for from all services. After the armistice, when the Peace Conference assembled, a representative of the Historical Branch was sent to Paris to follow its proceedings. A large mass of material on the diplomatic situation was thus obtained.

In June, 1919, these activities abroad ceased. Representatives of each of the historical sections there were brought to Washington and placed on duty in the Historical Branch. The War Plans Division left the War College Building about this time, freeing it for its proper use; the Historical Branch moved,

first, to temporary quarters in another building at Washington Barracks, and later to its present location in the semi-permanent building at Sixth and B Streets, S. W. This building now contains the bulk of the records of the war with Germany, comprised in the files of the Adjutant General's office, those of G. H. Q., and those of the Historical Branch. Reduction of that Branch was already in progress, by discharges and otherwise; and this reduction has continued steadily, until only a very small force is now at work.

Its functions, as determined, in 1919, by the Secretary of War, included preserving historical documents relating to the wars of the United States; making these documents, or the information contained therein, accessible to agencies of the War Department and to students and investigators properly accredited; and preparing historical monographs on such military subjects as may be of interest to the War Department. Later, another line of work was assigned to it—supervision of all historical work in the War Department. The reason for this was that many bureaus and services were at work on histories of their own activities. It became evident that the result would be publications on totally different scales, with totally different programs, and with totally different standards of historical accuracy; that there would undoubtedly be instances of overlapping or omission; and that the War Department might easily be placed in the position of making inconsistent statements, or even of permitting one of its own agencies to make direct or implied criticisms of another.

For the first named of the above purposes, the Branch maintains archives, consisting of two departments, one for written documents and maps, the other for photographs, both still and moving.

The collection of written documents includes all the original files of the Branch dealing with activities at home; a considerable amount of diplomatic material; a valuable collection of papers of the Services of Supply in France; the files of the General Purchasing Board and of the American representative on the Board of Allied Supply in Paris; the records of the Board of Ordnance and Fortification; and a considerable quantity of documents dealing with operations, including the field notes of the G. H. Q. Historical Section. The whole collection is used, not as an independent set of files, but rather as an annex and supplement to those of G. H. Q., which are set up in the same building, immediately adjacent to it.

It will be remembered that the Historical Section at G. H. Q. was the repository for documents turned in by troop units ordered home. That section's files constitute a part of G. H. Q.; for the present, at least, it is undesirable that the arrangement of G. H. Q. files be changed in any way. It is, therefore, necessary to provide for the preservation of all historical documents turned in by troop units which did not come into the hands of G. H. Q. The papers so turned in come, of course, to the Adjutant General, whose receiving and sorting office for them is in the same building with the Historical Branch. All papers not

needed for his administrative files are turned over by him to that Branch, and incorporated in its archives.

Upon receipt, documents are at once put in order and placed in steel filing cabinets reserved for the organizations to which they belong. Files which are in good order are not rearranged, but papers are often received in bad order and a certain amount of sorting is generally necessary. The standard arrangement is the natural one deduced from the Tables of Organization and the normal staff organization. Papers having been assorted, and filed according to this arrangement, the preparation of card indexes becomes a luxury rather than a necessity, and can be done at leisure. In archives, as distinguished from business files, it is seldom necessary to locate one separate paper, but rather the body of papers of a specific class dealing with a specific subject. Hence the arrangement is in itself a sufficient index. For example, the question may be asked, have you a report on examination of German prisoners at headquarters of the 5th Corps on October 8, 1918? The answer is not to look in the index for a specific document; the index, with necessary cross indexing, would almost become as voluminous as the files. It is to look at the archive register, and say, "I don't know whether we have that or not; but if we have, it is in the folder numbered 185-22.3." The 185 is the master number identifying the 5th Corps, and all papers of the corps are in the 185 group of drawers. This paper coming under military intelligence, the 2d General Staff section, its class number is 20; information of the enemy is 22; examination of prisoners is 22.3. Looking at the folder indicated, one gets all examinations of prisoners at that particular headquarters.

The general rule is, to file a document under its office of origin. But often other considerations enter. Thus, we find a field order of the 1st Corps. *Prima facie* it goes in the 1st Corps files. But this particular copy bears, we will say, a stamp showing its receipt in the 77th Division on a certain day and at a certain hour. This is an additional historical fact, and makes the paper a part of the 77th Division files.

Thus the decision as to the proper filing of a paper is fairly easy, once the paper is identified. But papers are often received in so confused a state that localization is a problem. It is forcibly brought home to anyone working on or in the archives that papers ought to be so prepared as to indicate their source, date and nature. Often headings and names were purposely omitted, to avoid possible communication of information to the enemy; but generally it is unnecessary, for this purpose, to go so far as to omit all identifying marks. Such omissions are more often due simply to haste or carelessness in preparing the papers; they are frequently unavoidable, but are always unfortunate.

Some of these papers cannot be identified at all; others may be localized by external evidence. A typical instance of this is furnished by a paper that recently turned up in a miscellaneous lot—insignificant in itself, but showing methods of work.

This paper gave the locations of the various offices of some unidentified American headquarters in some

unidentified town. The size of the headquarters suggested an army; the number of streets mentioned, a considerable town; their names, the region between Neufchateau and St. Dizier. Hence, probably First Army at Ligny-en-Barrois. To verify, an officer who was a member of the First Army Staff was consulted; he said his office had been in a building that was formerly a school; and that some artillery establishment was in the same building. The list showed the office in question in the "Ecole Maternelle," and the Ordnance office in the same building. "Order of battle confirmed."

One of the complications in arranging operations papers is found in the confused nomenclature used. We had our own system of names for the various classes of documents, with numerous variants due to the personal idiosyncrasies of commanders and staff officers; superimposed upon this were British and French systems, again with individual peculiarities of translation and usage. The possible permutations and combinations are almost infinite. For example, different units, or the same units at different times, handled the same matter in Field Orders, Operation Orders, Battle Instructions, Operations Memorandums, G-3 Orders, G-3 Memorandums, and perhaps papers with still other names. Evidently, such variations cause confusion both at the time and afterward.

The collection of maps is very good. It is kept in large cases, where the sheets may be laid flat. It includes all maps of France on all scales that were in general use during operations, and also a good collection covering Germany, especially west of the Rhine, Italy and the Balkan States. These general maps are filed in the natural territorial order. But the special maps cause trouble; barrage charts, objective and boundary maps, invisible area charts, records of enemy artillery activity, and a thousand other things. They are of every possible description, many of the utmost value, many apparently of none; but one hesitates to decide that any are worthless and discard them. Where they can be connected with any specific written document, they are filed with a reference to that document; otherwise they are filed on the same plan as independent documents, but, of course, in the large cases. The difficulty of localization, already mentioned, is much greater with maps than with written documents. A map is found without any legend or date, with weird irregular blobs of color scattered promiscuously about; or worse, a piece of tracing paper with nothing on it but a few of these blobs, and perhaps a point or two marked with co-ordinate numbers. To localize a thing like this involves considerable specialized knowledge—the location must be found, then the possible troop units determined by general knowledge of the operations there, this determination made as specific as possible by elimination, and the particular kind of map identified by personal acquaintance with that particular kind of blobs. Thus there are required a general familiarity with map systems; a pretty good knowledge of France; a pretty good acquaintance with the military operations of the war; a full understanding

of the troop and staff organization of our own forces; a general understanding of the same things for the French, English and German services; and some experience in the methods of recording different kinds of information on maps. This means practically that most of the work has to be done by an officer; a soldier or clerk requires long special training to do it satisfactorily.

A typical instance of a localization problem is found in a small tracing that turned up recently. It was evidently prepared in connection with the report of a patrol; the place was clearly indicated; it showed roads, enemy works, dispositions of hostile troops and identifications of German regiments, but nothing to indicate American troop unit, or date.

Examination of American intelligence papers showed that the regiments named belonged to a certain German division; a discrepancy or two in regimental numbering appeared, but the identification was clear. The German order of battle records showed that division in that vicinity between certain dates. The American order of battle gave the American divisions in line there between those dates. Their papers were examined, beginning with the one which seemed, from a general knowledge of the operations there, to be most probable; and a copy of a French report was soon found, giving details of the examination of a German prisoner which coincided exactly with the information on the tracing. The report did not identify the headquarters at which the prisoner was examined, nor the division which sent out the patrol; but another reference to the order of battle showed that the American division in question was at that time serving in a French corps. The localization was considered complete, and the tracing filed accordingly.

Another case. A map was found among the papers of a field artillery brigade, showing disposition of infantry troops in a sector which was occupied, at one time or another, by many American divisions. Troop units were designated only by letters; no identification or date appeared. On the back was the single word "defensive," in red pencil. There was nothing to connect the map in any way with the brigade in whose papers it was found. It was known, however, that the brigade had once served in that sector, attached to a division other than its own.

Among the papers of that division was found an order for an attack on ground just in front of that covered by the troop dispositions sketched. The field order immediately preceding this was the one under which the division had entered the sector. Referring then to the papers of the division which it relieved, there was found an "amended plan of defense" of the sector for a given date, corresponding in all respects to the map. The origin, date and purpose of the map were thus positively fixed.

The collection of photographs is very large. It now includes some 250,000, perhaps half of them taken by the Signal Corps at home and abroad, the rest unofficial. Few additions are now being made, but work is going on steadily in localizing, captioning and arranging files. Problems of localization are

not, as a rule, complicated; but in the course of the work much dead wood has been found, and many thousands of pictures have been discarded that do not belong in the files and should never have come there. The Brady collection of Civil War photographs has been taken up by the Signal Corps as a result of representations by this Branch, and work is in progress on its rearrangement and preservation. The Branch formerly exercised some of the functions of censorship of photographs, but this work was hardly within its proper sphere, and has been transferred to the Military Intelligence Division.

The original negatives of all moving picture films taken by the Signal Corps have been filed in a vault and indexed. No duties, in connection with these, other than safekeeping, are now being performed by this Branch.

As already stated, the Branch is required to make the information contained in its archives available for properly authorized use. This can be done in two ways—by bringing the investigator to the document, or bringing the document to the investigator. The first process is simple; the Branch has a room, equipped with desks, typewriting machines, etc., for the use of outside workers. Any person properly accredited is given space here, with ready access not only to the archives of the Branch, but to those of G. H. Q. and the Adjutant General, and assistance is afforded in locating information elsewhere in Washington.

The second process is slower and involves printing, which involves money. A plan has been elaborated for publishing documents, so as to cover somewhat the same field as the Records of the Civil War; and work is in progress following the precedent then set.

The plan then followed was first to collect sets of documents, and print them in very small editions. These volumes were never issued, but kept for office use only. When this collection of printed papers became fairly complete, they were entirely rearranged, by operations instead of by troop units, and the volumes with which we are familiar were compiled.

Work is in progress on the first part of this program, and some fifteen volumes are in the hands of the Public Printer, for publication as funds become available. Each volume contains a complete file of a certain class of papers of a certain unit; for example, the first volume sent in was the Field Orders of the First Army, which had already been collected and compiled in France, with all necessary special maps, and could readily be prepared for the printer.

Only those documents dealing with military operations overseas are contemplated at present. They will make nominally some 350 volumes; but, of course, in some cases a volume may be so bulky as to require division into several parts, and in many more cases several small volumes may be grouped under one cover.

The Civil War plan of regrouping has many advantages, and it may be that it will sometime be followed with these papers. But to wait until this regrouping is practicable would mean delay of years in getting out any documents at all. Hence, the volumes just

described will be issued, in limited editions, to be sure, but for general, not merely departmental, use. If, in future years, it is found desirable to take the second step, it can readily be done.

Much care is being taken to reproduce the original documents as nearly as type can do it. Errors are not corrected, and peculiarities of capitalization, punctuation and arrangement are copied.

A side issue in the archives is the maintenance of a small bureau of information for answering inquiries on historical questions. These come constantly, both from agencies of the War Department and in correspondence from outside. At times, the labor involved in securing the information sought is very material. The strength of the Branch does not permit undertaking any considerable investigation, but when specific questions are asked an effort is made either to give the information or indicate where and how it may be obtained.

The original project for historical writing, it will be remembered, was very ambitious, involving nothing less than a complete history of American participation in the war with Germany. It was restricted, however, to that one war, it being evident that it would be inadvisable for the present to devote much time to earlier ones. Demobilization brought with it a reduction of force to this Branch as to all others, and the project had to be revised.

All matters which, while having a military bearing, are primarily diplomatic or economic, were at once eliminated from consideration. This left, broadly speaking, three divisions of the work—mobilization and demobilization, including all activities in the United States; military operations abroad, and the Services of Supply abroad.

It became evident that no fixed organization could be counted on, such as to permit the preparation of a single work, covering the entire field. It was necessary to make a program which should be separable, so that any part might be taken up at any time, each study being complete in itself and at the same time fitting into the general scheme. Also, it was necessary to make the program very flexible, so that changes in detail might be made at any time without injury to the general plan.

Evidently, this meant a collection of monographs. These monographs would have to be so planned that they might pass from general surveys of a whole field, on to minute specific studies of small parts; the scheme must provide a place for narrative history of events, and for comparative study of subjects from data widely separated in time and space. Such a plan was prepared, and is now serving as the basis for any writing that is done in the Branch.

A number of papers have been prepared, of which five have been printed and the rest are awaiting allotments of funds. The contingency foreseen in the plans has occurred, however, and the force is now too small to permit much of this work. In fact, work on several papers has been interrupted by the relief of the men who had them in hand. Of course, much of their work is wasted; for it is, as a rule, very difficult or even impossible for one investigator to

take up and carry on the unfinished work of another; but all their notes are carefully preserved, and efforts will be made to complete these papers when men are available, before taking up new subjects.

The newest department of activity of the Branch bids fair to become an important factor in the work of the War Department. This is the supervision of the historical work done by other bureaus or services.

To initiate this work a meeting was held in the offices of the Branch at which there were present representatives from all separate branches and services of the War Department. The purpose of the supervision contemplated was explained, and a brief statement of the historical standards to be applied was made. The basis was laid for an apportionment of work, certain classes of subjects being designated as within the sphere of the Historical Branch of the General Staff, and others as proper to be treated by the various special historical offices.

The outline of a general program for any service was marked out, and each service invited to submit a special program covering its own field. Many of these have been submitted, consultations held on all doubtful points, and a definite form determined upon.

By frequent informal visits, the Branch keeps in touch with what the services are doing, and gives advice and assistance whenever required. The best of understanding has been established, and most of the business is transacted informally, without paper work.

An illustration of this process is found in a manuscript recently turned in by one of the services which contemplates a considerable amount of historical work. The program had been agreed upon as above described, and the Branch was in touch, by informal visits, with the general state of the work. Certain introductory parts being in final form, these were transmitted through official channels to the Historical Branch for review.

A number of points open to criticism were noted, and the draft of a formal memorandum embodying the criticism was prepared. The editor of the manuscript was then asked to come in for a discussion of the draft. He accepted most of the criticisms, which were written in such form as to make it easy for him to do so, and suggested that certain ones be mentioned only in general terms in the official memorandum, the detailed specification to be handed to him personally. This was done, and it was found possible, in forwarding the official memorandum, to note thereon the full concurrence of the service concerned.

Not only this, but the standards of the Branch are now more fully understood by that service, and future manuscripts from it will doubtless conform more nearly to them. And, equally important, the convenience of the personal conference having become more apparent, this Branch may hope to have even more intimate connection with the historical work of that service before it gets into the form of manuscript.

The logical result of this kind of work, if it continues for several years, should be to secure uniformity and coherence of program for all work in the Depart-

ment having any historical aspect, and to establish a sound critical basis for such work.

One other line of activity may be mentioned. Close association has been established with two foreign historical sections, the French and the Canadian—in the former case through a representative of the Branch stationed in Paris, in the latter by an exchange of personal visits and by occasional correspondence. Efforts for similar connection with two other foreign countries have been made, but as yet no definite and permanent relation has been established. The co-operation secured is in all cases thorough and cordial.

Of course, the question of the future status of the Historical Branch of the General Staff is bound up with all the general questions of staff organization, and he would be a bold man who would venture a prediction. But at least it may be said that during the past three years the foundation has been laid for a permanent bureau of military history, capable of indefinite development, and a large body of experience accumulated as to how such a bureau may be operated. In what direction and to what extent such development is to be made, lies "on the knees of the gods."

Most persons will be interested in an article in the February *Forum*, entitled, "Blue Laws, Past and Future," which, despite its title, considers only the rigid personal propriety and moral laws passed in New England between 1634 and 1679, noting how few of them accomplished their purposes.

## The Summer Quarter

Courses are the same in educational and credit value as those offered in other quarters of the year.

The colleges, the graduate schools and the professional schools provide courses in Arts, Literature, Science, Commerce and Administration, Education, Law, Divinity, Medicine and Social Service Administration.

Ideal place for recreation as well as study. Golf, tennis, rowing, etc. Two great parks and Lake Michigan within walking distance.

Students may register for either term or both.

1st Term—June 20—July 27  
2nd Term—July 28—Sept. 2

*Write for complete announcement*

## The University of Chicago

BOX 508 — FACULTY EXCHANGE  
CHICAGO, ILLINOIS

# Report of Committee on History and Education for Citizenship

## Part III. Syllabus for Ninth Grade Study of American Industries

PREPARED UNDER THE DIRECTION OF JOSEPH SCHAFER FOR THE COMMITTEE BY FRANCES M. MOREHOUSE, DEPARTMENT OF SOCIAL SCIENCE IN THE UNIVERSITY OF MINNESOTA HIGH SCHOOL, AND LECTURER IN AMERICAN HISTORY, UNIVERSITY OF MANCHESTER, ENGLAND.

### TO TEACHERS

This syllabus of ninth year work in social science, which is a study of ten leading industries in the United States, has six objects:

1. To furnish the means of giving students a fund of useful facts about the economic world in which they live. These facts give the basis of all further work; it is not to be expected that boys and girls will be able to think clearly and to good purpose until they have thought-material out of which freely to generalize and abstract. Therefore, no excuse or apology is offered for making the teaching of facts an important part of the work.

2. To show how dependent every human being is upon the production of the economic world; to build up the conception of social and economic interdependence without which no one understands the world as it is.

3. To give a basis for teaching the simpler facts and terms of the study of economics. The more advanced ones are left to the work of the twelfth year.

4. To show the close relationship between economic life, and social and political life.

5. To develop a social spirit in the students—a sympathy with all workers and a friendly and open attitude toward all legitimate enterprise.

6. To give pupils a firm grasp of the developmental process, on the economic side, by which the present United States was created.

In form the syllabus is a topical outline, having a rather full list of references for each industry treated. Teachers should note that they are not expected to teach everything given, but to adapt the course to the needs of their own communities and schools, utilizing what fits the particular situation. The best references for the average group of students have been indicated by an asterisk; the general list of references gives the library equipment which schools ought to assemble as soon as possible. Others are to be found in public libraries or occasional school collections. For schools without access to libraries, the texts and reference books starred will give material for profitable work.

No time schedule is given, because the author believes that the work cannot possibly be taught successfully without careful planning on the part of the teacher or supervisor. This involves the making of a plan book, with a time schedule and with provision for those modifications required to adapt the general plan to local conditions in the particular school. Teachers should note that the order puts the old, simple industries first, and advances gradually into the more intricate ones dependent upon modern inventions and conditions and showing great intricacy of relationship. A fair amount of time should be allowed for

all, but, naturally, most time should be allotted to those industries which can be illustrated by concrete object-lessons—by visits to farms, factories and offices. The generalization and interpretation into economic law should, of course, come where interest and illustration are best; much of this material can, if it seems best, be shifted from one topic to another. For instance, the relation of size of farms to economic democracy and social stability can be shown equally well by reference to the cotton plantations of the South, or to the wheat farms of the Northwest; and, where the students can be shown the workings of any law by reference to local conditions, that law should be taught at that point.

The author and the committee feel that certain directions for teaching should be understood to belong with this syllabus; it will not work as a practical guide without adherence to these general suggestions:

1. The work must be planned ahead. The syllabus alone is not intended as a ready-made recipe for a course in industries. It will have failed if it does away, in any degree, with the careful, individual planning of each teacher using it. No single detailed plan will fit all, or even a majority, of American schools and communities.

2. Adapt the order, emphasis and method to the children and the community in which the work is being given. Adapt the readings and topics assigned to the ability of individual students. Note that some references are to articles and books very simply written, and of non-technical nature; others are suitable only for intelligent children, who can read and understand grown-folks' literature.

3. Use local materials and situations as much as possible for illustration. Make visits to local plants, telling the class in advance what to watch for. Such visits should not be junketing trips, but serious lesson-learning exercises in which definite problems are assigned and from which results are expected. Have the class members bring newspaper clippings to illustrate points studied in class. Use all the pictures obtainable. These pictures should be filed away for future use whenever possible.

4. Leave out judiciously. Do not try to cover all the ground outlined in this syllabus; the syllabus is supposed to contain more suggested material than any one class can use in any one year. Do not be afraid to tell the parts of the topics which for any reason cannot be assigned for student reports. Interesting accounts by the teacher are among the most effective means of teaching—providing the students are held responsible for the facts thus delivered to them. Drill thoroughly on the emphasized points. Decide what is important and then assure yourself that your students will carry it with them to their graves.

There are certain integrating factors in the succession of topics which may be listed here, although it is hoped that they are clearly indicated in the body of the syllabus. These factors should unify the whole year's work, no matter what topic may be under consideration at any one time. They are the big results that the year's work should give:

1. The economic placement of the industries—the classification into a type or into a set of types, as in the case of the elaborately integrated industries. This is important because it is basic for clear thinking in the terms of economics, an important asset later on.

2. The outstanding facts of each industry as it has developed in America are emphasized. This is partly to insure a certain amount of useful, conventional informedness, but more particularly to give a basis for vocational direction.

3. The human side of each industry is presented. No other production is so important as the production of a healthy, sane, sincere, reliable race of people; therefore, the effect of an industry upon the people connected with it is of prime importance.

4. Going a step further, the economic, social and political bearings of the industry are shown. The interrelation of these several aspects of life, and the impossibility of man's living unto himself, should be shown over and over again.

5. Each study should be so taught as to yield its share in the socialization of the students—in the building up of fair-mindedness, sympathy and breadth of view. It should be an antidote to class feeling, to sectionalism, to every form of harmful prejudice. It should distill into finer character-quality, not through preaching, but through the sincere interest bred in the manifold strivings of men.

The author wishes to acknowledge the invaluable co-operation of Miss Elizabeth Lynskey, whose reference work has added usability to the outlines.

To avoid repetition, references have been given, as a rule, but once; teachers and students are advised that the amount of material will be found to be much more than is indicated in the printed lists under the sub-topics, as a majority of the periodical articles treat several phases of each main topic. In such cases, the article is referred to only the first time it is relevant, unless it is desired to call attention to it especially when it may be repeated.

#### GENERAL BIBLIOGRAPHY

The books cited below are used again and again in the study of American industry, and should be in all ninth grade libraries. Other books, used less often, are cited by author and title in the special reference lists as needed.

- Allen, N. B.: "The United States." Ginn, 1910.  
 Adams: "A Textbook of Commercial Geography." Appleton, 1911.  
 Becker, C. L.: "Beginnings of the American People." Houghton Mifflin, 1915.  
 Bishop and Keller: "Industry and Trade." Ginn, 1918.  
 Baekert, A. B.: "The A, B, C of Iron and Steel." (3d Ch.) Penton, 1919.  
 Boerker, R. H. D.: "Our National Forests." Macmillan, 1918.  
 Bogart, E. L.: "Economic History of the United States." Longmans Green, 1907.  
 Carpenter, F. G.: "How the World is Clothed." N. Y. Amer. Book Co., 1907.  
 Carpenter, F. G.: "How the World is Fed." N. Y. Amer. Book Co., 1908.  
 Carver, T. N.: "Principles of Rural Economics." Ginn, 1919 Rev.

- Coman, Katherine: "Industrial History of the United States." N. Y. Macmillan, 1914. Passim for all industries. Rev. ed.  
 Dewey, D. R.: "National Problems." American Nation Series 24. Harpers, 1907.  
 Edgar, W. C.: "Story of a Grain of Wheat." Appleton, 1903.  
 Grim, J. S.: "Elementary Agriculture." Allyn and Bacon, 1916.  
 Hamilton, W. H.: "Current Economic Problems." Univ. of Chicago Press, 1915 (Adv.).  
 Herrick, O. A.: "History of Commerce and Industry." Macmillan, 1917.  
 Magruder, F. A.: "American Government." Allyn and Bacon.  
 Marshall, Wright and Field: "Materials for the Study of Elementary Economics." Univ. of Chicago Press, 1913. Mainly for teachers.  
 Moore, J. R. H.: "Industrial History of the American People." Macmillan, 1914.  
 Moore and Halligan: "Plant Production." Amer. Book Co., 1919.  
 Paxson, F. L.: "The New Nation." Riverside Series, 1919 ed.  
 Peterson, Marcus: "The Fur Traders and Fur-Bearing Animals."  
 Semple, E. C.: "American History and Its Geographic Conditions." Houghton Mifflin, 1903.  
 Tappan, E. M.: "Diggers in the Earth." Houghton Mifflin, 1919.  
 Taylor: "Introduction to Agricultural Economics." Macmillan, 1914.  
 Towne, E. T.: "Social Problems." Macmillan, 1916.  
 Turner, F. J.: "Rise of the New West." Harpers, 1906. (American Nation Series.)  
 Van Hise, C. R.: "Conservation of Natural Resources in the United States." Macmillan, 1910.  
 Warren, G. F.: "Elements of Agriculture." Macmillan, 1910.  
 Waters, H. J.: "Essentials of Agriculture." Houghton Mifflin, 1915.  
 Wright, Sidney: "The Romance of the World's Fisheries." Lippincott, 1908.  
 "World Almanac," current number.  
 Warren, G. F.: "Farm Management." Macmillan, 1914.  
 Carver, T. N.: "Selected Readings in World Economics." Ginn, 1916.  
 ———, "United States Steel Corporation," Bulletin No. 6.

#### I. FISHING AND TRAPPING

Introduction: Hunting and fishing are extractive industries in which man does not prepare the commodity, but simply appropriates it if he can. The processes of manufacture after the fish or fur is secured are simple; the product requires a minimum of manufacturing effort to make it ready for the market. Fishing and trapping represent in the modern world a survival of primitive modes of production, which are now passing from the extractive to the genetic stage of their existence—from conditions which require a great deal of space to those in which the same or greater production can be secured in less space and with less risk. In this respect they illustrate the universal transformation of industries which must take place to make them efficient and sufficient under conditions of increased population and fixed land supply.

#### FISHING

##### Bibliography

- Babcock, K. C.: "The Rise of American Nationality, 1911-1919." Harpers, 1906.  
 Belden, A. L.: "Fur Trade of America." Peltries Pub. Co., N. Y., 1917.  
 Chittenden, H. H.: "History of the American Fur Trade of the War West." Vols. I, II, III. Francis P. Harper, 1902.

- Coman, Katherine: "Economic Beginnings of the Far West." Macmillan, 1912. Vol. I, 289-374; Vol. II, 207-21.
- Kellogg, J. L.: "Shell-fish Industries." Holt, 1910.
- Laut, Agnes: "Adventures of England on Hudson Bay." Brook, Toronto, 1914.
- McFarland, R.: "History of the New England Fisheries." Appleton, 1911.
- Peterson, Marcus: "Fur Traders and Fur-Bearing Animals." The Hammond Press, Buffalo, 1914.
- deTremandau, A. H.: "The Hudson Bay Road, 1498-1915." Dent, London, 1915.
- Spears, John R.: "Story of the New England Whalers." Macmillan, 1908.
- Thwaites, R. G.: "France in America, 1497-1763." Harpers, 1905.
- , "Fur Farming for Profit." Fur News Pub. Co., N. Y., 1912.
- , "Fish, Birds and Game." Canadian Commission of Conservation. Methodist Book Pub. House, Toronto, 1916.

# I. The History and Geography of Fishing in America—The First American Industry

## 1. Colonial fisheries on the "Banks."

- Abbott: "American Merchant Ships and Sailors," 303-7.
- Bishop and Keller.
- Bogart: 31.
- Herrick: 287.
- Spears: "The Story of the New England Whalers," 72-84.

## 2. The New England fishing industry; a well-established industry of long standing which has made few changes in methods in a century.

- Adams: "Commercial Geography," 82-84.
- Allen: 291-3, 307-13.
- Bishop and Keller: 44-8, 142.
- "Federal Fish Famine," Nat. Geog. Mag., May, 1910, 434ff.
- Smith, Hugh M.: "America's Surpassing Fisheries," Nat. Geog. Mag., 29:551ff.
- Wright: 100-13 and 124-33.

## 3. The oyster and other fisheries of the Middle and Southern States.

- Adams: "Commercial Geography," 87-8.
- Allen: 302-7.
- Bishop and Keller: 148-51.
- Bogart: 381.
- Moody, W.: "Stealing a March in Oyster Growing," *Technical World*, 22:873-8.
- Smith, Hugh M.: "Oysters, the World's Most Valuable Water Crop," Nat. Geog. M., 24:257-91 (excellent).
- Wright: 111-23.

## 4. The salmon fisheries. Although caught in fresh water, salmon fisheries rank as a salt water industry. The methods used on the Pacific coast in this fishing are much more modern than those of the "Cod coast"; an illustration of the difficulty of changing methods that have become traditional and for which the equipment is owned by men of small capital.

- Adams: "Commercial Geography," 84-6, 186-7.
- Allen: 293-302.
- Hulbert, M. J.: "Canned Goldfish," Sci. Amer. Sup., 78:276-7.
- Millard, B.: "Salmon Fishing in the Pacific Waters," *Outlook*, 94:171-81.
- Smith, Hugh M.: "America's Most Valuable Fishes," Nat. Geog. Mag., 23:494-514 (photographs).
- Woolley, M.: "From Herring to Halibut," Sci. Am., 114:620ff.
- Wright: 59-74.
- , "Naturalizing Canadian Salmon," etc., Lit. Dig., 60:94.

## 5. The development of inland fisheries.

- Allen: 316-7.

———, "Inland Fish and Game as Food Supply," Sci. M., 4:569.

———, "Raising Fish for the Nation's Food Supply," Rev. of Rev., 37:653.

## 6. The seal fisheries of the Pribilof Islands. These fisheries have cost the United States much diplomatic effort, and their preservation is an example of the production which will take care of itself if given protection from men.

- Allen: 313-5.
- Parker, A. H.: "The Fur Seals of the Pribilof Islands," Sci. M., 4:385-409.
- Smith, Hugh M.: "Making the Fur Seal Abundant," Nat. Geog. Mag., 22:1138-63.
- , "The Pribiloff Seals," Ind., 74 (part 1): 439-40.
- , "Our Seal Herd," Ind., 83:217-8.
- , "Seals Saved," Ind., 71:109-10.
- , "The Pribilof Fur Seals," *Outlook*, 111:169.
- , "Fish, Fur and Forest, and a Few Other Things," *Outlook*, 100:680-1.

## II. Economic Problems

### 1. The increase of the fish-food supply, a measure which will offset the scarcity and high cost of land-raised meat, can be effected in three ways:

- a. Through scientific breeding and stocking.
- Bishop and Keller: 152.
- Bogart: 302.
- Carpenter, W. S.: "Bringing Back the Fish," *Outing*, 66:575-84.
- , "Rescuing Stranded Fish," Lit. Dig., 60:25.

- b. By more efficient fishing methods (restriction).
- Clauson, J. E.: "Catching Friday's Dinner," *Outing*, 61:197-203.
- Hawthorne, Daniel: "Uncle Sam Goes Fishing," *Outlook*, 112:211-7.

- c. By more efficient preserving methods (fresh fish, salt, smoked, canned).
- Cobb: "Pacific Cod Fisheries," 71-2.
- U. S. Census, 1908: "Fisheries of the U. S.," Ch. VIII:280-9.
- "Life-Saving Crews for Fish," Tech. World, 23:262.

### 2. Transportation and marketing of fish. By railroad—refrigeration, the modern method.

- a. Smith, Hugh M.: "America's Surpassing Fisheries," Nat. Geog., 29:567.
- , "A Parlor Car for Fish," Lit. Dig., 33, Sept. 9, 1916.
- b. Marketing of fish goods.
- Cobb: "Pacific Cod Fisheries," 56-75.
- "First in Fish," Lit. Dig., 57:33.
- Exports and Imports: "Fisheries of the U. S.," Census, 1908:288-91. Diagrams and Tables, 291-3.
- "Europe's Endangered Food Supply: The War and the North Sea Fisheries," Nat. Geog., 27:146-52.

### 3. Making the fish supply permanent.

- a. By limiting the catch.
- Coker, R. E.: "Water Conservation, Fisheries and Food Supply," Pop. Sci., 87:90-99.
- Stevenson, Chas. H.: "Preservation of the Fisheries on the High Seas," Pop. Sci., 76:389-93.
- , "Alaskan Fish and Indians," *Outlook*, 111:169.
- b. By scientific breeding and stocking.
- Bogart: 8 (Importance of Conservation), 302.

## III. Social Problems

### The lives of fishermen.

- Abbott: "American Merchant Ships and Sailors," 311-340.
- Allen: 286-93.

- Salmon, T. W.: "A Sea-Going Hospital for Deep-Sea Fishermen," *Survey*, 27:1124-30.  
 Spears, Fred R.: "The Story of the New England Whalers," 38-72.  
 Vorse, M. H.: "The Portuguese of Provincetown," *Outlook*, 97:408-26.  
 Wallace, Fred W.: "The Deep-Sea Trawlers," *Outing*, 62:26-35.  
 Wright: "Romance of the World's Fisheries," 297-314, 88-99.  
 —, "Hardships of the Seal Fisheries," *Ind.* 74 (part 2):932-3.  
 —, *Sci. Am.*, 109:78: "French Fisheries on the Newfoundland Banks" (labor return).

#### IV. Political Problems

1. The service of fishermen in the Revolution and War of 1812.  
 Abbott: "The Story of Our Merchant Marine," 135-38, 154-167; "American Merchant Ships and Sailors," 307-09.  
 Babcock, K. C.: "Rise of American Nationality," 113-21.  
 Herrick: 324.  
 McFarland: "A History of the New England Fisheries," 121-29.  
 Spears: "The Story of the New England Whalers," 84-96.
2. Fishing controversies of U. S. and Great Britain.  
 Isham, Chas.: "The Fishery Question" (Map of Grounds Excellent). N. Y., Putnam's Sons, 1887 (old and quite detailed).  
 McFarland: "A History of the New England Fisheries," Ch. XIX, 320-337, map 156.  
 McGrath, P. T.: "The Atlantic Fisheries Dispute," *Rev. of Rev.*, 42:718-24, map 720.  
 Stead, W. T.: "The Fisheries Award," *Ind.*, 69, 699-703.  
 Stead, W. T.: "The Fisheries Arbitration at the Hague," *Ind.*, 69, 8-13.  
 Willson, Beckles: "Newfoundland and the Hague Fisheries Award," 19th Cent., 68:718-28.  
 "The Fisheries Decision," *Ind.*, 69:559-600.  
 —, "The Fisheries Award," with map, *Rev. of Rev.*, 42:409-11.

#### TRAPPING

##### I. History and Geography of Trapping

1. The European demand for fur—why?  
 Becker: "Beginnings," etc., 73.  
 Thwaites, R. G.: "France in America," 5-7.  
 deTremandau, S. H.: "The Hudson Bay Road," 1-92.  
 Harvey, C. M.: "Fur Traders as Empire Builders," *Atl.*, 103:298-9.
2. An incentive for early American adventure.  
 Becker: "Beginnings," etc., 132-6.  
 Laut, A. C.: 1-8.
3. The French fur trade, centering toward the St. Lawrence.  
 Chittenden: 1-2.  
 Laut: 50-71, Ch. V., "French and English on the Bay."  
 Peterson: 5.  
 Thwaites: 38-48, 124-29, 132-35; also, Essay in serial, and "Ec. Forces in Am. Hist.," 79-97.
4. The English fur trade of the U. S., centering in St. Louis.  
 Chittenden: 105-12.  
 Peterson: 45.  
 Turner, F. J.: "Rise of the New West," 115-27; also, Ch. XVII, "Ec. & Social Forces in Am. Hist." Thwaites: 151-156.
5. Present trapping and fur-trading conditions.  
 "Fur News": 1916-17.  
 Martin, E. T.: "A Plea for the Small Fur Bearers," *Outing*, 64:238-242.  
 Ormsbee, C. O.: "Trapping the Mink," *Country Gentleman*, Jan. 18, 1919; "Trapping the Fox," Dec. 7, 1918; "Trapping the Coyote," Jan. 25, 1919;

"Trapping the Muskrat," Jan. 4, 1919.

Peterson: 60-73.

Thiessen, Geo. J.: "Talks to Young Trappers," *Country Gentleman*, Dec. 22, 1917.

—, *U. S. Farmers' Bulletin* 1079: "Laws Relating to Fur-Bearing Animals, 1919."

Wood, R. K.: "Trapping the Skunk," *Country Gentleman*, Jan. 11, 1919.

—, "The Fur Trade of the U. S.," *Sci. Am. S.*, Jan. 12, 1918, 24-5.

##### 6. London, the world's market.

Peterson: 45-47.

—, *U. S. Dept. of Agri. Bulletin* 301, 4ff.

"Uncle Sam, Trapper," *Outlook*, 112:71-2 (St. Louis center).

"Uncle Sam, Trapper": 587, letter from G. A. Clark.

"Furs from the Far Places," Powell, Alex.: *Everybody's*, 24:60-61.

##### 7. Dressing and sorting processes.

Adams: "Commercial Geography," 90.

Peterson: 47-60.

"Silver Fox Farming in Eastern North America," *U. S. Dept. of Agri. Bul.* 301, 31-2.

"Furs, True and False," *Lit. Dig.*, 48:317.

"Skunk Culture for Profit," 96-104.

#### II. Economic Problems

1. Monopoly control as illustrated in the history of fur-trading. The custom of granting monopolies still held when white men began to draw upon the riches of America. The part of capital, the characteristics of the labor supply, the producing conditions, and the results on the price of the product are well illustrated in this old monopoly.  
 Chittenden: 17-19.  
 "The Settlers' Fight for the Fur Lands," Robert Dunn, *Everybody's*, 24:262-74.  
 "Furs from the Far Places," *Everybody's*, 24:57-9.  
 Laut: 35-50 (description of feudal methods).  
 Harvey: "Fur Traders as Empire Builders," *Atl. Mag.*, 103:301-2.

2. The disappearing wild beast and the end of trapping.  
 Bogart: 54-5.  
 Howard, S. H.: "A Little Tragedy of Waste," *Collier's*, 46, 26 (drama).  
 —, "Woman's Fashions and the Slaughter of Animals," *Review of Reviews*, 43:721-2.  
 —, "The Present High Price of Furs and Its Cause," *Rev. of Rev.*, 44:629-31.

3. Permanent fur production—the fur farm. Possibilities and accomplishment.

Chapman, W. Y.: "Fox Frenzy," *Ind.*, Feb. 13, 1913, 359-62.

Jones, E. L.: "Propagation of Fur-Bearing Animals," 114-24, in *Report of Alaskan Investigation*.

Martin, E. T.: "Fur and Fur Farming," *Outing*, 965:343-7.

Muller, Sara S.: "Silver Fox Farming," *Outlook*, 113:491-4.

Peterson: 29-44.

"Fish, Fur and Forest, and a Few Other Things," *Outlook*, 100:675-83.

"Fur Farming in Alaska," *U. S. Bureau of Fisheries Doc.* 834.

"Silver Fox Farming in Eastern North America," *U. S. Dept. of Agri. Bul.* 301, map 7.

"Skunk Culture for Profit," 21-4.

"Fur Farming for Profit" (188 pp.).

"Fur Farms in Canada," *Lit. Dig.*, 47:679.

"The New Industry of Fur Farming," *Rev. of Rev.*, 57:208-9.

"Interesting People," *American Mag.*, 33-4, June, 1913.

#### III. Social Aspect

1. Relation of French and English trappers to the Indians.  
 A significant contrast is seen in the fact that the French lived with the Indians, intermarrying with

them, while the English did this much less, but brought their own families from England, scouting westward from settled homes, usually on farms, in English settlements. ("The subject may be omitted in favor of more important ones, as it is not germane to the work.")

Becker: "Beginnings," etc., 144-5, 152-6.

Bogart: 41.

Chittenden: cit., 8-21.

2. Another social aspect—the hard and unsocial life of trappers. The abnormally lonely life of the trapper was associated with his means of livelihood; it should be contrasted with the normal life of a fur-farmer. What is the effect of changing an industry from an extractive to a genetic one?

Henning, Arthur: "Following the Fur Trail," *Outlook*, 94:692-700.

Powell, E. Alex.: "Furs from the Far Places," *Everybody's*, 24:53-60.

#### IV. Political Aspects

The part of trappers in opening up the Northwest.

Becker: "Beginning," etc., 208-11.

Bogart: 31, 49, 54, 172.

Laut: 103-123, 703-103. French and English Canadian companies.

Dunn, Robt.: "The Settler's Fight for the Fur Lands," *Everybody's*, 24:263-74.

Peterson: 7-25.

Turner, F. J.: "Rise of the New West," 110-127, map 115.

#### II. LUMBERING

Introduction: Like fishing and trapping, lumbering is an extractive industry, which is in process of being transformed into a genetic industry. It is of peculiar importance in America, as the existence of a great store of wood of fine quality and varied utility made Americans great users of wood. Wooden houses, for instance, are far more common in this country than in Europe. Wood has been used for almost every conceivable purpose for which fiber and substance are useful. Now that the original supply is running short, making all wood products expensive, the problem is to insure a permanent supply.

##### BIBLIOGRAPHY

Boerker, R. H. D.: "Our National Forests." Macmillan, 1918.

———, "Timber, From the Forests to Its Use in Commerce." Pitman's series, London, 1918.

Books Cited Not in General Bibliography

Chapman, H. H.: "Forestry: An Elementary Treatise." Amer. Lumberman Press, Chicago, 1912.

Lawson, W. R.: "The Log of a Timber Cruiser." Duffield, 1915.

Pinchot, Gifford: "The Training of a Forester." Lippincott, 1917.

- I. Areas and Supply in America (these areas necessarily overlap in varying degree)

Waters: 279-80.

General, Boerker, Introduction.

"When Our Resources Are Gone," *Ind.*, 74:555-6.

"Our Good Lumber Not All Gone," H. S. Graves, *Lit. Dig.*, June 12, 1915.

Van Hise: "Problems of National Forestry," *Ind.*, 74:64, map, 211-13.

1. The coniferous wood and naval supplies.

Allen: 264-70.

Bogart: 302, 384.

Harper, R. H. M.: "The Coniferous Forests of Eastern North America," *Pop. Sci. Mo.*, 85:338-61.

Lamm, L. M.: "The Alaskan Forests," *Outlook*, 112:679-82.

Van Hise: 209-10.

Waters: "Essentials of Agriculture," 280-81.

———, "Forest Products of the U. S.," *Sci. Am.*, 75:14.

2. The hardwoods and their uses.

Allen: 272-3.

Chapman: 14-15.

Van Hise: 209.

Waters: 281-2.

"Forest Products of the United States," *Sci. Am.*, 75:14, diagram and map 16.

3. The soft woods and their uses.

Allen: 270-2.

Chapman: 14-15.

Van Hise: 208.

Waters: 281-2.

"Forest products of the U. S.," *Sci. Am. S.*, 75:14-16.

———, "The Alaskan Forests," *Outlook*, 112:679-80.

4. The imported woods.

Allen: 264-8.

#### II. Development of the Industry

1. Colonial lumbering and uses.

a. Shipbuilding.

Becker: 168.

Bishop & Keller: 338-42.

Bogart: 49, 39, 51, 2, 62, 106, 208.

Johnson: 124-6 and 234.

b. Lumber and naval stores.

Becker.

Bogart: 39, 39-50, 162.

Bishop & Keller: 246.

c. Carpentry.

Bogart: 49.

d. Cabinet-making.

Bogart: 58.

2. The successive treasures of timber exploited as the white man moved west.

Allen: 264-8.

Bishop & Keller: 246-9.

Bogart: 279-81, 312, 329.

Dorrance, J. G.: "The Woods, the Mill and the Factory," *Sci. Am.*, 114:382-3.

Robbins, E. C.: "The Lumber Decline in the Northwest," *Rev. of Rev.*, 53:586-8.

3. The succession of methods.

As the forest-cutters moved westward in their tree-mining, they changed from the hand methods of colonial days to the use of elaborate and costly machines of ingenious makes, which handle the wood quickly and skillfully from its cutting to its transfer, finished, to the store yard of the lumber company. Note the good illustration of the principle of variable proportions of the elements of production—in the early days, there was much labor, but little capital (machinery) per unit of production; later, the proportion of labor has been less, but the outlay in costly machinery (capital) has been greater per unit of production.

Allen: 256-64.

Britt, A.: "At the Crossing," *Outing*, 72:178.

Semple: 350-1.

———, "The Woods, the Mill and the Factory," *Sci. Am.*, 114:382-3.

———, "Logging with a Motor and Truck," *Sci. Am.*, 108:586.

———, "Logging by Electricity," *Lit. Dig.*, 45:371.

———, "Story of Paper from the Nile Reed to the Rag-Bag," *Lit. Dig.*, 63:93-8.

Mills: 1-16, 30-2.

#### III. Economic Problems

1. Supply. At present there is a serious shortage in paper, boxes, articles manufactured from wood and building materials, due largely to exploitation under private control.

Boerker: Introduction, XIII-XIV.

Bogart: 301.

Graves, H. S.: "Forests of Usefulness," *Wld's Wk.*, 26:696-8. "The Problems of National Forestry," *Ind.*, 74:641.

Sullivan, W. H.: "The Present Status and Future of the Lumber Industry of the South," *Outlook*, 122:126-7.

- Van Hise: 209, 212-3.  
 Mills: 30.  
 —, "Spanish Cedar," *Sci. Am.*, 114:372-3.  
 —, "Scarcity of True Boxwood," *Sci. Am.*, 110: 25.  
 —, "Forest Products of the U. S.," *Sci. Am.*, 75:14-16.  
 —, "The Paper-Pulp Problem," *Sci. Am.*, 114:74.  
 —, "Lumber as an Important Factor in the South's Prosperity," *Outlook*, 122:300-1.  
 Walker, T. B.: "Timber Conservation as Related to Reciprocity," *Review of Reviews*, 43:400-3.
2. A permanent supply through scientific forestry. Forestry schools.  
 Bogart: 302.  
 Chapman: 37.  
 Graves, H. S.: "The Profession of Forestry," *U. S. Dept. of Agri. F. S. Circular* 207, S., 1912.  
 Pinchot, Gifford: "The Training of a Forester."  
 Simpson, T. H.: "Restoring Chinese Forests," *Rev. of Rev.*, 53:337-40.  
 Van Hise: 223-6.  
 —, "Our National Forests," *Sci. Am. S.*, 75: 90-1.
3. Soil-conserving function. Relation to destructive floods.  
 Allen: 281-2.  
 Chapman: 19-20 and 72-4.  
 Pressey, H. A.: "Water Powers of the South," *Rev. of Rev.*, 41:71-74.  
 Van Hise: 245-53.  
 Waters: 282-3.  
 Fosbery, L. A.: "Climatic Influence of Forests," *Sci. Am. Sup.*, 78:246-7.  
 —, "Water Powers in Danger," *Outlook*, 111: 112.  
 —, "The White Mountain Watershed," *Outlook*, 111:111.  
 —, "An Appalachian National Forest," *Outlook*, 97:374.  
 —, "Our National Forests," *Sci. Am. Sup.*, 75:91.  
 —, "Keeping the Soil Well Fed," *Ind.*, 92:185-6.
4. By-products of lumbering.  
 a. Waste in past now somewhat remedied.  
 Bogart: 329.  
 Graves, H. S.: "The Fight Against Forest Fires," *Nat. Geog.*, 28:669-77.  
 Lovejoy, P. S.: "For the Land's Sake," *Country Gentleman*, July 26, 1919.  
 Record, S. J.: "Our Present and Future Sources of Vegetable Tannin," *Sci. Am.*, 114: 580-1.  
 Van Hise: 218-19.  
 —, "What Really Becomes of Our Trees?" *Ind.*, 75:diagr., 109.  
 b. Possibilities. All American industries owe much to the packing plants, which set the whimsical standard of "using all but the squeal." This standard is more than a humorous illustration of Yankee ingenuity and thrift; it is one of deep righteousness. Here is an industry in which today the old wastefulness is gradually being supplanted by improved methods of economical utilization. How long will it be before the sawmills can make a boast as good as the packers?  
 Allen: 275-81.  
 Dorrance, J. G.: "Wood Wastes—Results and Remedies," *Sci. Am.*, 114:426-7.  
 Lamm, L. M.: "Utilizing Lumber Waste," *Rev. of Rev.*, 53:588-9.  
 Record, S. J.: "The Pine Needle Oil Industry," *Sci. Am.*, 104:100-1.  
 —, "The Forest and Preparedness," *Lit. Dig.*, 54:978.  
 Schorger, A. W.: "Chemical Products from the Forest," *Sci. Am.*, 117:173ff.  
 —, "Paper, a Farm By-product," *Tech. World*, 22:520-22.  
 —, "Saving Waste Lumber at Army Cantonments," *Sci. Am.*, 118:59.  
 —, "How We Can Use \$250,000,000 Worth of Wasted Timber," *Sci. Am.*, 106:531-47.  
 Crawford, R. P.: "Utilization of Old Railroad Ties," *Sci. Am.*, 115:349.
5. Maintaining the economic balance—cutover lands. Birds and forest preserves.  
 Allen: 273-6.  
 Allen, E. T.: "Conservation That Pays Its Way," *World's Work*, 26:310-15.  
 Bogart: 301-2.  
 Chapman: 46-57, 74-6.  
 Boerker: 6.  
 Graves, H. S.: "Forests of Usefulness," *World's Work*, 26:691-8.  
 Van Hise: 254-5.  
 —, "The Government and Our National Timber," *Sci. Am. Sup.*, 75:126-7.  
 —, "Our National Forests," *Sci. Am. Sup.*, 75: 90-1.  
 —, "The American 'Home Secretary,'" *World's Work*, 26:403-5.  
 —, "Cattle and Lumber," *Outlook*, 97:373.
6. Markets and transportation, e. g., British colonial lumber.  
 Allen: 273-6.  
 Bogart: 312, 318, 329, 331, 333.  
 Semple: 344, 349, 351, 355, 363.  
 "The Lumber Decline in the Northwest," *Rev. of Rev.*, 53:586-8.  
 —, "A Blow at Trade Blacklists," *Lit. Dig.*, 46: 218.  
 —, "Some Economic Factors Influencing the Forestry Situation," *Pop. Sci.*, 181-6.  
 —, "Europe's Great Need of Lumber After the War," *Lit. Dig.*, 53:1386.  
 —, "Shall We Export Lumber?" *Lit. Dig.*, 62:24.
- IV. Social Problems
1. The lumberjack.  
 Allen: 253-7.  
 Britt, A.: "At the Crossing," *Outing*, 72:175-7.  
 Dorrance, J. G.: "The Woods, the Mill and the Factory," *Sci. Am.*, 111:382-3.  
 Lawson: "The Log of a Timber Cruiser."  
 "Descriptions of Occupations," *U. S. Dept. of Labor, Logging Camps and Sawmills*, 1918.  
 —, "Pictures," *Outing*, 72:16-32.
2. Welfare work for the lumberjack—Trend to I. W. W.  
 Howes, E. P.: "The Aesthetic Value of Efficiency," *Atlantic Mo.*, 110:81-9.  
 —, "Luxuries for the Lumberjack," *Tech. World*, 23:220.  
 —, "Common Sense and the I. W. W.," *New Republic*, 14:375-6.  
 See also articles of Carleton H. Parker, *Atl. M.*, 1917-1919, *passim*.
3. The paper supply and popular intelligence.  
 While suffering housewives may complain of the "plague of paper" that exists with cheap pulp products, most people are glad that paper is plentiful and cheap. There is a real relation between the price of paper and the quality of general intelligence. Expensive paper makes expensive books and magazines and fewer newspapers. But the softwood sources for pulp are disappearing fast; what shall be done?  
 Bishop & Keller: 252-258.  
 Keenan, T. J.: "How Waste Paper Is Treated to Make New Paper," diagram, *Sci. Am.*, 115:574-5.  
 Wheelwright, W. B.: "Paper Situation," etc., *Sci. Am.*, 114:472-3.  
 —, "Method of Making Pulp Lumber," *Sci. Am.*, 106:475.  
 —, "The Paper Pulp Problem," *Sci. Am.*, 114: 74.  
 —, "Recent Paper Statistics," *Sci. Am.*, 114:565.  
 —, "Some New Paper-Making Materials," *Sci. Am.*, 84:373.

—, "Press Hit by Paper Famine," *Lit. Dig.*, 63:18.

—, "America Starving Canada's Press," *Lit. Dig.*, 64:27.

4. State and national forest reserves (or) public parks; the Sequoias, city parks and home beauty. The social service of trees.

a. Ayres, P. W.: "The New Forest Reserves in the Eastern Mountains," *Rev. of Rev.*, 50:46-52, map 47-8.

Boerker: XIX.

Bryce, James: "National Parks, the Need of the Future," *Outlook*, 102:811-15.

Graves, H. S.: "The Problems of National Forestry," *Ind.*, 74:641.

Moulton, R. H.: "Chicago's Improvement Plan," *Rev. of Rev.*, 57:281-9.

—, "Forest Reserves," *National Forest Reserve Comm.*, 1920. Excellent maps, large size. Van Hise: 216-17.

—, "Our National Forests," *Sci. Am. Sup.*, 75:90-1.

—, "An Appalachian National Forest," *Outlook*, 97:374.

b. (Theoretical, not necessary—should the State or nation own the forests?)

—, "The Fight for the Nation," *Outlook*, 105:693-5.

—, "State vs. National Control of Public Forests," *Sci. Am.*, 109:176.

—, "State vs. Federal Control of National Forests," *Sci. Am.*, 108:134.

Towne: 314-5.

### V. Political Problems

1. Roosevelt and the conservation idea. Policy of the national department.

The conservation of forests began in 1891 with the setting aside of a tract of land which might not be sold, but should remain permanently government property. Additional tracts were set aside from time to time, but not until Roosevelt's administration did conservation of forests become a definite policy. The reasons for conservation and the far-reaching effects should be emphasized; also, the duty of citizens toward these common treasures on the public lands.

Allen: 283-4.

Boerker: 6-29 (diagrams), 30-120 (methods of administ.), 170-232 (sale and rental).

Herrick: 511.

Page, A. W.: "A Fight for Conservation," *World's Work*, 2:13607-11.

Van Hise: 1-14, 212-16.

Waters: 83-4.

Young: 260-61, 262.

—, "A Victory for Conservation," *Outlook*, 98: May 27, 1911.

2. Forestation and forest protection—the profession of the ranger. State maintenance and economy. The neglect of forests brings on two great calamities—flood and fire.

Allen: 282.

Boerker: 120-70.

Chapman: 55-66.

Cobb, John L.: "Bringing in the Breeds," *Outing*, 73:177-80.

Graves, H. S.: "The Fight Against Forest Fires," *Nat. Geog.*, 23:662-83. "Private Forestry," *U. S. Dept. of Agri. Cir.* 129, March, 1919.

Hulbert, W. D.: "The Forest Fire Problem," *Outlook*, 97:207-14.

Lazenby, Prof. Wm. A.: "Forests and Forestry of Germany," *Pop. Sci.*, Dec., 1913:590-98.

Mitchell, G. E.: "The Prevention of Forest Fires," *Rev. of Rev.*, 44:64-9.

Simpson, T. H.: "Break Your Match in Two," *Outlook*, 111:971-8.

Van Hise: 223-62 (remedies).

Wilson, James: "Protecting Our Forests from Fires," *Nat. Geog.*, 22:98-107.

—, "A Flying Fire Warden," *Lit. Digest*, 51: 708.

—, "Aeroplanes for Controlling Forest Fires," *Rev. of Rev.*, 59:429-30.

—, "Making the Plains Into Forests," *Tech. World*, 23:647-8.

—, "A Day With the Forest Service," *Outing*, 67:405-8.

—, "The Prevention of Forest Fires," *Outlook*, 95:702-3.

—, "Replanting the War Forests," *Lit. Dig.*, 58: 30, S. 7:18.

### III. WHEAT

#### I. Introduction

An industry that from prehistoric times has depended upon man for production, and the greatest food in the world. For the first time we study a genetic industry—one in which men control the natural increase of a plant for the sake of using the surplus over seed requirements for food. Wheat owes its supreme position among world foods to the high percentage of nutriment and the kind of nutriment contained in the seed kernel. The close relation between wheat production and population should be emphasized, as well as the typical development of a staple food crop in successive periods of culture.

#### BIBLIOGRAPHY

Bengston and Griffith: "The Wheat Industry." Macmillan, 1915.

Buller: "Essays on Wheat." Macmillan, 1919.

Crookes, Sir William: "The Wheat Problem." Putnam's, 1900.

Edgar, Wm.: "The Story of a Grain of Wheat." Appleton, 1903.

Grim, J. S.: "Elementary Agriculture." Allyn and Bacon, 1916.

Millar, A.: "Wheat and Its Products." Pitman's series.

Moore and Halligan: "Plant Production." Amer. Book Co., 1919.

Taylor: "An Introduction to Agricultural Economics." Macmillan, 1914.

Ten Eyck, A. M.: "Wheat." Campbell, of Lincoln, Neb., 1914.

Warren, G. F.: "Farm Management." Macmillan, 1914.

Waugh, F. A.: "Rural Improvement." Orange Judd, 1914.

Allen: 121-2.

Crookes, Sir Wm.: "The Wheat Problem," preface and 1-13.

Edgar: "The Story of a Grain of Wheat," 1-44 (Biblical and medical).

Grim: 60-4.

Moore & Halligan: 67-70.

—, Ten Eyck: "Wheat," 9-15 (facts and figures).

—, "Thirteen Centuries Without Decay," *Lit. Dig.*, 54:1592.

—, "What if the Farmer Should Decide to Quit His Job?" *Lit. Dig.*, 61:121-3.

#### II. The Successive Areas of Wheat Production

Allen: 117-20.

Bailey, W. B.: "Our Wheat Supply," *Ind.*, 70:467.

Carver: 113.

Crookes, Sir Wm.: 16-30.

Edgar: "The Story of a Grain of Wheat," 44-57 (Europe); 70-84 (South America); 84-97 (United States); 111-131 (Canada).

Grim: 265-7.

U. S. Dept. of Agr. *Yearbook*, 1917, 461-80: "The World's Supply of Wheat," O. C. Stine. Maps.

Waters: 156-161.

—, "The Whole World's Harvest," *Sci. Am. Sup.*, 68:390.

—, "Bread for 1950," *Ind.*, 71:608-10.

—, "Canada Takes a Flier in Wheat," *Tech. World*, 21:508-10.

Buller: "Early History of Wheat Growing in Manitoba," Ch. I, Essays on Wheat, 1-34.

### III. Successive Methods

#### 1. Agriculture.

- Allen: 107-9.  
 Edgar: "U. S. Methods," 97-103.  
 Crooke, Sir Wm.: "The Wheat Problem," 34-51.  
 Bengston & Griffith: 190-203.  
 Moore & Halligan: 70-73.  
 R. H. Moulton: "200,000 Acres and Not a Single Horse," *Everybody's*, 41:47.  
 Ten Eyck: Chs. II-XIV, 15-163.  
 Waters: 162.  
 —, "Harvesting 8,000,000 Kansas Acres," *Lit. Dig.*, 49:37.  
 —, "To Grow Wheat in Arid Lands," *Lit. Dig.*, 49:230.

#### 2. Manufacturing.

The making of flour.

Hand era: Indian method—the quern.

- Allen: 107.  
 Bengston & Griffith: 144-9.  
 Bishop & Keller: 60.  
 Edgar: 131-48.

The mill-stone and water-power mill.

- Allen: 111-2.  
 Bengston & Griffith: 149-50.  
 Edgar: 148-155.

The roller process and steam.

- Bengston & Griffith: 150-53.  
 Edgar: 155-170.

Buller: "The Flour Mills of Western Canada," *Essays on Wheat*, 134-5.

The flour cities. The relation of invention to location. The introduction of modern European methods of milling into Minneapolis, almost simultaneously with the introduction of (water) power turbines.

- Bengston & Griffith: 152-66.  
 Edgar: 155-172.  
 Husband, Joseph: "The Mills," *Atlantic*, 113: 836-8.  
 Lescoghier, D. D.: "Some Work and Hazards That Go Into a Loaf of Bread," *Survey*, 26: 804-8.  
 Semple: 356-60, 370, map 368.  
 —, "The Price of the Loaf," *Outlook*, 93: 205-14.  
 —, "Flour Testing," *Sci. Am. Sup.*, 72: 337.  
 —, "Hungry Bread," *Lit. Dig.*, 48: 753.

### IV. Economic Problems

1. Transportation. Note that cost of transportation must be added to initial cost of production in finding the cost to the consumer. Show why wheat can be raised in new countries and shipped to old countries at a lower cost than that of raising it in the old country. Illustrate with the story of the Corn Laws of Great Britain.

By pack and ship.

- Bishop & Keller: 291-7.

By canal flat boat.

- Bishop & Keller: 304-16.

By railroad.

- Bengston & Griffith: 134-7.  
 Bishop & Keller: 297-301.  
 —, "The Handling and Storage of a Huge Grain Crop," *Sci. Am.*, 444ff, Dec. 11, 1909.  
 —, "Who Handles the Wheat?" *Outlook*, 116: 472-3.

—, "Moving the Wheat Crop—Are There Cars Enough?" *Lit. Dig.*, 49: 284.

By ships—new routes, world movements and international relations.

- Allen: 117.  
 Bengston & Griffith: 137-43.  
 Bishop & Keller: 332-36.

2. The permanent wheat supply. Malthus thought that population would outstrip the food supply of the

world, unless checked by wars, famines and plagues. Modern economists who have studied the subject think that food can be made to keep up with population, but that it will take care and thought and scientific management. Such production depends on:

Rotation of crops.

- Allen: 115-6, 122.  
 Bengston & Griffith: 115-16.  
 Carver: 234-9.  
 Moore & Halligan: 75-6.  
 Ten Eyck: 107-8.  
 Warren: "Farm Management."  
 Waters: 164.

Other agricultural methods.

- Bengston & Griffith: "Gives Modern Methods," 1-98, 109-13, 113-9.  
 Ten Eyck: 108-115.  
 Van Hise: 302, 323, 349.  
 McDonald, Wm.: "A Rainless Wheat—19th Century," 73: 1320-31.  
 Warren: 180-1.  
 Waters: 165-8.  
 "American Harvesting Machinery," *Sci. Am.*, 101: 437-40.

Assured price. Price-fixing is an old device, never very successful, by which governments seek to correct abnormal conditions or stimulate production when it has been reduced by some disorder or some change in methods. The futility of interference with economic law is the lesson that distills from a study of price-fixing; but its usefulness as a temporary expedient should also be shown.

- Allen: 110, 116-7.  
 Bengston & Griffith: 119-21.  
 —, "Is Wheat Too Cheap?" *Lit. Dig.*, 56: 18-9.  
 —, "Our Daily Bread," *Lit. Dig.*, 50: 177-8.  
 —, "Prices of Wheat and Cotton," *Outlook*, 119: 617-8.  
 —, "Too Much or Not Enough Wheat?" *Lit. Dig.*, 61: 14-5.  
 —, "Our National Wheat Corporation," *Lit. Dig.*, 55: 12.  
 —, "What Happened to Wheat?" *New Rep.*, 14: 14.  
 —, "Wheat at High Prices," *Ind.*, 90: 304.  
 —, "Another Great Wheat Crop," *Ind.*, 82: 124.  
 —, "The Supply of Wheat," *Ind.*, 81: 336.  
 —, "What a Bumper Crop Means," *Outl.*, 107: 580-1.  
 —, "Our Great Wheat Crop," *Nation*, 99: 84-5.  
 —, "Winter Wheat and Prosperity," *Lit. Dig.*, 48: 969-70.  
 —, "Why Wheat Is High," *Lit. Dig.*, 50: 3445.  
 —, "Wheat Seized in Canada," *Ind.*, 84: 449-85.

### V. Social Problems

1. Size of wheat farms, especially with relation to the social life of farmers.

- Bengston & Griffith: 107-9.  
 Carver: "Principles," 335-59, 361-77, 239-56 (size discussed).  
 Galpin: "Rural Life," 66-100 (*Str. of Pur. Soc.*), 176-314 (photos.).  
 Grim: 16-30, 77-92.  
 Nicholson, W.: "Farmer of the Middle West," *Scribner's*, 63: 385-404.  
 Ten Eyck: 123.  
 Warren: "Farm Management," 239-69 graph.

2. The farmer and the hired man.

- Barber, M. A.: "The Recollections of a Hired Man," *Carver's Readings*, 147-57.  
 Crissey, F.: "White Lights and a Lean Larder," *Sat. Eve. Post*, 192: 16-17, May 29, 1920.  
 Davis, C. L.: "Kansan at Large," *Atlantic*, 124: 465-71, 641-8.  
 Grim: 71-3.

- Warren: "Farm Management," 330-54.  
 —, "The Wheat Crop and Farm Labor," *Rev. of Rev.*, 57:298.  
 —, "The Wheat Crop, Labor and Foreign Finance," *Nation*, 103:161-2.  
 —, "Problem of the Hired Man on the Farm," *Lit. Dig.*, 65:105-9.  
 —, "Farm Life and Labor," *Ind.*, 99:278-9.

### 3. Tenant farming discussed under cotton.

#### VI. Political Problems

##### 1. Hinging on production.

Federal Reserve and Farm Loan Systems. Because American farmers are now passing through a transition period, abandoning the large-scale land-skimming methods, which require much labor, for the intensive farming (either large or small scale), which requires much capital, they find themselves in dire need of money. Their land is good security, and there is capital enough in the country to supply them; but until recently there was no means of bringing the farmer, who needs cash, into touch with the capitalist, who wants a good investment. The government has now met this situation with the two systems of the Federal Reserve, which controls the inflation and contraction of the currency, and the Farm Loan, which furnishes money to farmers with which they may make needed improvements.

- Carver: "Principles of Political Economy" (1919), 314-17.  
 Collins, Paul V.: "The Rural Credits Law as Enacted," *Rev. of Rev.*, 54:333-4.  
 Colliers, J. R.: "How Wall Street Tills the Soil," *Sci. Am. Sup.*, 82:28-31.  
 Herrick, M. T.: "Bankers and Farmers, Dealers in Pork and Beans," *Outlook*, 116:21; Herrick: "Econ. Hist.," 525-8; "Federal Farm Loan Act," *Atlantic*, 119:222f.  
 Hill, James L.: "The Death of the Mortgage," *Rev. of Rev.*, 58:305.  
 Magruder: 183-7.  
 Merriam, Jas. R.: "Six Per Cent. Money for Farmers," *World's Work*, 31:523-6.  
 Moss, R. W.: "What the Farmers Need," *Ind.*, 83:15-16.  
 —, "The Crop and the Credit," *Collier's*, 48:18-9.  
 —, "The Country Bank and the Harvest," *Lit. Dig.*, 65:624.  
 —, "Agrarian Reorganization," *New Rep.*, 13:330-4.  
 —, "Cheaper Money for the Farmer," *Lit. Dig.*, 53:236-37.  
 —, "Farm Loan Act Under Way," *Lit. Dig.*, 53:445-6.  
 —, "Farm Loan Bill in Words of One Syllable," *Outlook*, 114:69-70.  
 —, "Uncle Sam to Carry the Mortgage," *Lit. Dig.*, 52:1441-2.

##### 2. Hinging on transportation—international relations.

- Collins, P. V.: "Farming and a World Crisis," *Rev. of Rev.*, 53:463, 529-38.  
 Allen: Map, 118.  
 Edgar: 172-91 (tariffs).  
 "Essays on Wheat": 65, 68, 118-30.  
 Taylor: 129-35.  
 "Germany's Bread Deficit," *Lit. Dig.*, 47:805.  
 Bishop and Keller: 352-362.  
 Inland waterways.  
 Bishop & Keller: 335-6, 351-2.  
 Harrington, J. W.: "Give Us Back Our Canals," *Rev. of Rev.*, 58:295-304.  
 McDonald, W.: "Question of Inland Waterways," *Nation*, 663-6.  
 Railroad and elevator control.

The close relation between wheat-raising and wheat-transportation has already been shown. If it is desired, a more technical study of the matter of the relation between railroad control and the bread and butter of the country can be inserted here. Emphasis, of course, should be upon

the effect of control on rates and promptness of transfer, the factors which affect markets. Many of the articles are advanced for ninth-year students; the teacher should read them and explain the matter simply to the students. In a majority of cases the whole matter can be dealt with best by means of informal talks, as in the study of the Non-partisan League which follows. Some teachers will think it wise to leave out these studies altogether, especially as they will be dealt with in American history and twelfth-year Problems of Democracy.

- Allen: 118.  
 Dunn, S. O.: "Production Waits on Railroad Legislation," *Rev. of Rev.*, 60:591-4.  
 Hines, W. D.: "Inside Facts of Government Control of Railroads," *Ind.*, 102:466-7.  
 Kahn, O. H.: "What American Railroads Need," *World's Work*, 3:450-6.  
 Woolley, R. W.: "Why Unscramble the Railroads?" *Ind.*, 100:119.  
 —, "Railroad Labor Reaching for the Throttle," *Lit. Dig.*, 62:9-11.  
 —, "Billion More for the Railroads," *Lit. Dig.*, 61:19-20.  
 —, "Transportation Act, 1920," *Outlook*, 124:664-7.  
 —, "New Problems to Face When the Railroads Go Back," *Lit. Dig.*, 64:11-13.  
 —, "Our Railway Problem," *Outlook*, 123:564-5.  
 —, "New Railroad Law," *Lit. Dig.*, 64:16-17, *World's Work*, 39:547-52.  
 —, "Railway Bill," *Outlook*, 124:363-4.

#### Elevators.

- Bengston & Griffith: 122-35.  
 "Who Handles the Wheat?" *Outlook*, 116:472-3.

##### 3. Non-partisan League. - This material is too abstract for children to cover alone. The following references are given for the teacher, that she may remould their contents and present them, if at all, in informal talks. It gives a present-day illustration of the recurring agrarian movement, a factor of great importance in American history.

- Gillette, J. M.: "North Dakota Harvest of the Non-partisan League," *Survey*, 411:753-60.  
 Harger, C. M.: "Middle West Peace Problems," *Atlantic*, 123:555-60.  
 MacDonald, W.: "North Dakota's Experiment," *Nation*, 108:420-2.  
 Merz, C.: "Non-partisan League," *New Rep.*, 22:333-8.  
 —, "Politics, Bank Explosions," etc., *Lit. Dig.*, 64:626.  
 —, "North Dakota's Revolution," *Lit. Dig.*, 60:11-14.  
 —, "Arthur C. Townley, The Radical Autocrat of North Dakota," *Lit. Dig.*, 61:62-4.

#### IV. MAIZE OR INDIAN CORN

##### I. Introduction

The leading American contribution, next to the potato, to the world's food supply. A new element in food economy.

- , "To Straighten Out Crooked Plant Names," *L. D.*, 46:1122, May 17, 1913.

#### BIBLIOGRAPHY

- Burch and Nearing: "Elements of Economics." Macmillan, 1916.  
 Galpin, C. J.: "Rural Life." Century, 1918.  
 Harris, G.: "Joe, the Book Farmer." Harper, 1913.  
 Hunt and Burkett: "Farm Animals." Orange Judd, 1914.  
 Montgomery, E. G.: "The Corn Crops." Macmillan, 1913.  
 "Corn Growing, Breeding, Judging, Feeding and Marketing." Waterloo, Iowa, Pub. Co., 1915. A technical guide, somewhat advanced for general class use.  
 Waters, N. J.: "Essentials of Agriculture." Riverside Press, 1915.  
 Warren: "Elements of Agriculture." Macmillan, 1910.

## II. Past History of Maize

1. Cultivation under Indians, who were in the condition of hoe culture when found by white men.
  - Allen: 134-5.
  - Bishop & Keller: 57-8.
  - Bowman, cit.: 1-2.
  - Carver: 64-5.
  - Grim, cit.: 251-3.
  - Montgomery, cit.: 97.
  - Moore & Halligan: 17-18.
  - Warren: 156.
  - Water, cit.: 134.
  - , "Back to the Indians," *L. D.*, 55-20, Aug. 11, 1917.
  - , "The Indian as a Farmer," *L. D.*, 52:1277.
  - , "Corn That Can't Be Killed," *Sci. Am.*, 119: 30.
  - , "Ear of Indian Corn," *St. Nicholas*, 45:946.
  - , "Maize," *Ind.*, 70:1433.
2. Transmission to white men; its adaptability to frontier conditions. Note its value as a concentrated food, easily transported and prepared.
  - Ashley: "American History," 15.
  - Bogart: 63-64, 182.
  - Bowman: 2-3.
  - Montgomery: 77-81.
  - , "Maize," *Ind.*, 70:11, 1434, July 5, 1910.
3. As a food for man. Indian teeding or "samp" or hominy and the American type. The food on which America grew up.
  - Bogart: 294-5.
  - Geyer, O. R.: "Food from Fodder," *Sci. Am.*, 117: 177ff.
  - Langworthy, C. F., and Hunt, C. L.: "Use of Corn, Kafir and Cowpeas in the Home," *Farmers' Bul.*, 559:1-12, 1913.
  - Montgomery, cit.: 248-52.
  - , "Corn and Pellagra," *Rev. of Revs.*, 41: 350-1.
  - , "Eat Corn and Save Money," *L. D.*, 54:1592.
4. As a leading crop-correlation with live stock development. Explain the function of plants in making inorganic matter into food for animals.
  - Allen: 130-3, 217-8.
  - Bogart: 247.
  - Hunt & Burkett: 291-3, 183.
  - Moore & Halligan: 24.
  - Semple, cit.: 359-60, map, 368.
  - Warren: 159.
  - "Our Beef Supply as a Great Business," *Rev. of Revs.*, 11:414-15.
  - , "Corn Is King—Will It Become the Base Food?" *Sci. Am. Sup.*, 86:106-7.
  - , "Much Wheat—Little Corn?" *Sci. Am.*, 120:600.
5. Introduction into foreign fields. At the Paris exposition Europeans became acquainted with corn bread and other corn products for the first time. Its use grows slowly but surely.
  - Bishop & Keller: 59-60.
  - Warren: "Elements," etc., 57.
  - "Learning to Eat Corn," *Ind.*, 82:180-1.

## III. Production

Amounting to ..... in 1820; to ..... in 1920.

## 1. Fields of production.

## a. Corn belt.

- Allen: 125-7.
- Bishop & Keller: 59.
- Bogart: 269.
- Bowman, cit.: 4-5, 10-23.
- Montgomery: 6-11 maps, 184-6.
- Moore & Halligan: 18-21.
- Smith, C. D.: "Rotations in the Corn Belt," *Agric. Dept. Yearbook*, 1911:325-36.
- Warren: 157-9.
- Waters, cit.: 135, 140-1.

## b. Lesser fields.

- Allen: 135-6.
- Bowman, cit.: 6-7.
- Montgomery: 6-11.
- Moore & Halligan: 18-20.
- Waters, cit.: 141-2.
- , "Corn Culture in the S. E. States," *Farmers' Bul.*, 729:1-20.

## c. Foreign fields.

- Allen: 135-6.
- Bowman, cit.: 8-90, 24-34.
- Montgomery: 1-6.

## 2. Science and the corn industry.

- Carver, cit.: 101.
- Gregory, C. U.: "Farming by Special Train," *Outl.*, 97:913-22.
- Grim, cit.: 194-7 and 253-64.
- Hyde, G. E.: "To Grow Hardier Corn," *Tech. World*, 21:713-4.
- Moore & Halligan: 25-37.
- Owings, M. R. D.: "New Methods and New Machines for the Farm," *Sci. Am.*, 104:170-4.
- Smith, J. Warren: "Raining Gold," *Outl.*, 105: 704-5.
- Starring, Geo. A.: "A New Idea in Corn Breeding," *Tech. World*, 22:551.

## 3. Added production through boy-enlistment in corn clubs. A means of teaching better agricultural methods and training young farmers for greater efficiency.

- Allen: 127-30.
- Worthington, T.: "Wonderful 4 H Clubs," *St. Nicholas*, 45:547-52.
- "Boys' and Girls' Agricultural Clubs," *Nat. Geog.*, 22:639-41.
- "Boys Who Have Made Their Summers Pay," *Am. Mag.*, 81:52.
- "Corn Clubs and Pig Clubs," *St. Nicholas*, 43:158-60.
- "Four H. Fair at Springfield," *St. Nich.*, 45:622-9.
- "How I Raised the Championship Acre of Corn," *Am. Mag.*, 81:81.
- "Human Agriculture," *Outl.*, 112:9-10.
- "Jerry Moore," *Ind.*, 72:313.
- "Most Famous Cornfield," *St. Nich.*, 45:209-11.
- "Southern Boys Corn Clubs," *Outl.*, 94:279-80.
- "The Human Side of Farming," *Outl.*, 95:941-9.
- "Youth Leads the Way," *Am. Mag.*, 80:8-13.

## 4. Manufacturing processes.

## a. Preparation for feeding.

- Allen: 130-88.
- Bowman, cit.: 360-382, 382-401.
- Moore and Halligan: 28-30.
- Warren: 171-78.
- , "A New Form of Indian Corn," *L. D.*, 45:839.

## b. Preparation for human food. An example of the evolution from simple hand processes to involved mechanical ones. Roasting ears and canned corn.

- Allen: 133.
- Bowman: 332-44.
- , "Eat Corn," *Sci. Am.*, 115:590.
- , "Enough Corn Meal for the Nation," *Sci. Am.*, 118:421.
- , "Shall We Eat Corn Meal?" *Sci. Am. Sup.*, 84:75.
- , "Corn Meal as a Food and Ways of Using It," *Farmers' Bul.*, 565.
- , "Fortunes and Misfortunes of the Harvest," *Nation*, 97:153.

## c. By-products.

- Bowman: 345-54.
- Montgomery: 328-41 and 303-28.
- Moore and Halligan: 24.
- Waters: 135.
- "Paper Made from Indian Corn," *Sci. Am. Sup.*, 77:430.
- , "What Comes from Corn?" *Ind.*, 93: 416-7.

## IV. Economic Problems

## 1. Soil exhaustion and the growing use of fertilizers. Development of the fertilizer industry.

- Baldwin, E. F.: "The Human Side of Farming," *Outl.*, 95: 941-9.  
 —, "How to Grow an Acre of Corn," *Farmers' Bul.*, 537: 1-21.  
 Hopkins, C. G.: "The Story of a King and Queen," *Pop. Sci. Mo.*, 78: 251-7.  
 Russell, E. J.: "The Principles of Crop Production," *Sci. Am. Sup.*, 82: 28-31.  
 Whitson & Walder: "Soils and Soil Fertility," 137-62.  
 Van Hise: 323, 326, 349.  
 Bowman: 92-3 and 206.  
 Montgomery: 131-8, 41-2-4, 129-52.  
 Waters: 100-13, 91-100.  
 Warren: "Elements," 108-48, 163.  
 Warren: "Farm Management," 183-203.

## V. Social Problems

## Farm Tenancy.

- Grim: 67-70 and 123-33.  
 Carver, T. N.: "Principles," etc., 224-34, 377-80, 114.  
 Granbury, J. C.: "Land Problem in Texas," etc., *Survey*, 37: 394-5.  
 Hibbard, B. H.: "Tenancy in the North Atlantic States," in *Carver's Readings*, 498-507.  
 —, "Tenancy in the North Central States," *Readings*, 508-22.  
 —, "Tenancy in the Southern States," 524-35.  
 —, "Tenancy in the Western States," 536-46.  
 Holmes, Geo. K.: "Tenancy in the United States," in *Carver's Readings*, 487-97.  
 Bogart: 274-9.  
 Kellar, P. R.: "American Farm Landlord-Tenant Problem," *Forum*, 52: 81-8.  
 Taylor: "Agricultural Economics," 235-327 (technical and advanced diagrams for teachers' use).  
 Putnam, Geo. E.: "Agricultural Credit and the Tenancy Question," *Am. Economic Review*, 51: 805-15.

## VI. Political Problems

## 1. The farmer and the good roads question.

- Campbell, H. C.: "Putting the Mudholes Out of Business," *Outlook*, 124: 386-90.  
 Claudy, C. H.: "Federal Aid in Lighting Mud," *Sci. Am.*, 116: 114-5.  
 Eustis, J. R.: "Why We Need Better Roads," *Ind.*, 97: 28.  
 Houston, Secy.: "Good Roads and the Government," *Outl.*, 111: 923-5.  
 Kissel, G. A.: "What Will America's Poor Roads Cost the Public This Year?" *Outl.*, 122: 210.  
 —, "Benefit of Improved Roads to the Farmer," *Farmers' Bul.* 505, U. S. Dept. of Agri.  
 —, "An Open Letter to Sec. Houston," *Outl.*, 111: 923-5.  
 —, "Federal Aid for Highways," *Lit. Dig.*, 53: 236; also U. S. Dept. of Agri. *Yearbook* for 1917, 127-8.  
 —, "Speed Up the Roads," *Lit. Dig.*, 57: 22.  
 —, "The Government and Good Roads," *Rev. of Rev.*, 54: 275-80.  
 —, "The Biggest Year for Good Roads," *Lit. Dig.*, 62: 119-22.

## V. MEAT, HIDES AND WOOL

## 1. Introduction

Animals are third in the economic scale of value—plants convert minerals and then animals convert plants into products of higher value to man. Animal products are normally more expensive than vegetable products because of this longer and more intricate process of preparation, because more land, more labor and more capital enters into their make-up.

## BIBLIOGRAPHY

- Allen, F. J.: "The Shoe Industry." Vocational Bur. of Boston, 1916.  
 Cherington, Paul T.: "The Wool Industry." A. W. Shaw, Chicago, 1916.  
 Coulter, J. H.: "Coöperation Among Farmers." Sturgis and Walton, 1911.  
 Eckles and Warren: "Dairy Farming." N. Y. Macmillan, 1916.  
 Eckles, C. H.: "Dairy Cattle and Milk Production." Macmillan (more specialized).  
 Gannon, F. A.: "An Historical Sketch of American Leather Making." Newcomb & Gauss, Salem, Mass., 1916.  
 Hart, S. H. (ed. E. W. Trana): "Wool, the Raw Material of the Woolen and Worsted Industries." Phil. Textile School of Industrial Art, 1917.  
 Hough: "The Passing of the Frontier." Yale Series 26, 1918.  
 Plumb, C. S.: "Beginnings of Animal Husbandry," Webb Pub. Co., St. Paul, 1912.  
 Proctor, H. R.: "The Making of Leather." N. Y. G. P. Putnam's Sons, 1914.  
 Potter, Ermine L.: "Western Live-Stock Management." N. Y. Macmillan Co., 1917.  
 Farmers' Bulletin 1055, U. S. Dept. of Agri., "Country Hides, etc." C. V. Whalin, 1919.  
 Barnes, Will C.: "Western Grazing Animals and Forest Ranges." Chic. Breeders' Gazette, 1913.

## II. The History of Animal Production

Show why animals were widely domesticated before plants, and explain the succession of the pastoral stage to earlier periods of prehistoric life. Explain why a highly developed civilization makes grazing difficult or impossible.

## 1. Prehistoric domestication.

- Bishop & Keller: 105-6.  
 Carver: "Principles," etc., 29-34.  
 Eckles: 9-12.  
 Eckles & Warren: 12-15.  
 Hunt & Burkett: 26.  
 Plumb: "Beginnings of Animal Husbandry," 14-15.  
 Standard Ancient History Texts.  
 Hart: "Wool, etc.," 1-12.

## 2. Improvement of breeds.

## a. Cattle.

- Bishop & Keller: 106-7.  
 Carver: "Principles," 51-61.  
 Eckles: 27-81 (good for special topics).  
 Eckles & Warren: 16-38.  
 Grim: 368-9, 370-76.  
 Hunt & Burkett: 170-80, 184-90.  
 Plumb: 46-74.  
 Warren: 325-30.  
 Waters: 355-360, 382-5.  
 "Adding Buffalo to Beef," *Tech. World*, 23: 359-61.  
 "Evolution of Beef," *Tech. World*, 22: 546.

## b. Sheep.

- Allen: 233-4.  
 Grim: 409-11.  
 Hunt & Burkett: 235-245.  
 Plumb: 74-97.  
 Warren: "Elements of Agri.," 350-5.  
 Waters: 409-16.

## c. Swine.

- Grim: 416-17.  
 Hunt & Burkett: 263-65, 273-81.  
 Plumb: 75-113.  
 Waters: 396-401.  
 Warren: 358-60.

## 3. Bringing of animals to America. Fine breeds were not imported to any appreciable extent until the nineteenth century.

Allen: 234.

- Barnes: 91-114.  
 Bishop & Keller: 106-8, 124-28.  
 Bogart: 72.  
 Carver: "Principles," 71, 83-4.  
 Eckles: 27-81.  
 Grim: 369.  
 Hunt & Burkett.  
 Warren: "Principles," 325.  
 Waters: 409-10.  
 Plumb: See paragraphs at end of each type.
4. Domestic period of animal industries. When America was colonized the settlers brought with them the current methods of European production.
- Meat preservation in modern times.  
 Bishop & Keller: 107-8.  
 Carver: 71, 88.  
 Hunt & Burkett: 230-31.  
 "Great American Industries": 100.  
 Semple: 358-9.
  - Dairying on the farm.  
 Bishop & Keller: 114-15.  
 Bogart: 72.  
 Carver: 91.
  - Tanning of leather and home shoes and harness, etc.  
 Allen, F. J.: "The Shoe Industry," 27-39.  
 Bishop & Keller: 259-60.  
 Bogart: 63.  
 Coman, K.: 67-8, 131.  
 Gannon, F. A.: 7-13.  
 —, "Great American Industries," 100.
  - Spinning and weaving of wool.  
 Bishop & Keller: 124-5.  
 Bogart: 56-142.  
 Carver: 90.  
 Hart: 176-84.
5. Entrepreneur and small capitalist period. This period, beginning early in the nineteenth century, lasted until about 1880, when the period of large-scale production begins. The establishments were small, the master and his workmen knew each other personally and labor troubles were almost unknown.
- Early meat packing in the United States.  
 Bishop & Keller: 108-9, 113.  
 Bogart: 242-44, 276-7.  
 Carver: 82-8.
  - Early tanneries.  
 Allen, F. J.: "Shoe Industry," 90-1, 39-44.  
 Bishop & Keller: 260-3.  
 Coman, K.: "Ind. Hist.," 144-241.  
 Gannon, F. A.: 19-26.
  - The wool (merchants), etc.  
 Bishop & Keller: 125-6.  
 Bogart: 163, 149-50, 53.  
 Carver: 83.  
 Cherington: 2-7 (wool), 7-10 (worsted), 10-15 (mills).  
 Hart: 176-84.
6. Modern production—large capitalist period. Characterized by localization, very efficient and economical business organization, and extreme separation of capital and labor, resulting in labor difficulties.
- A modern meat-production and meat-packing establishment. Use of by-products.  
 Allen: 220-23, 223-4.  
 Bishop & Keller: 113-14.  
 Bogart: 242-4.  
 Grim: 420-2.  
 Hunt & Burkett: 230-1, 261-2.  
 Warren: "Elements," 333.  
 Waters: 401-6.  
 —, "Our Beef Supply as a Great Business," Rev. of Rev., 41:314-5.  
 Mills: "Great American Industries," 101-23.  
 Harger: "Modern Methods in Cattle Industry," Outl., 72:39.
  - Modern dairy industry.  
 Allen: 226-31.
- Bishop & Keller: 116-7.  
 Bogart: 277-8.  
 Carver: 104-6.  
 Grim: 382-392.  
 Hunt & Burkett: 430-8.  
 Warren: 334-7.  
 Waters: 353-73-80.  
 —, "Our Beef Supply as a Great Business," Rev. of Rev., 41:312-3.
- c. Wholesale leather and the modern market.  
 Allen: 224.  
 Allen, F. J.: "Shoe Industry," 44-53, 93-120ff.  
 Bishop & Keller: 262-7.  
 Coman: 241-60.  
 Gannon: 13-19.  
 Keys, C. M.: "Ten Years of Industrial America," *World's Work*, 21:13889ff.  
 Rogers, A.: "The Effect of Technical Education on the Leather Industry," *Sci. Am.*, 114: 14-15.  
 —, "Beef Industry," U. S. Comm. of Corp'n's, 1905, 211-21.  
 Procter: "The Making of Leather," *Farmers' Bul.* 1055, U. S. Dept. of Agr., 45-63.
- d. How wool is marketed and manufactured.  
 Allen: 240-7.  
 Bishop & Keller: 131-2, 234-6.  
 Bogart: 359.  
 Cherington: "The Wool Industry" (selling problems, styles, etc.).  
 Hart: 101-35.  
 Hunt & Burkett: 225-9, 386-8.  
 Keys, C. M.: "Ten Years of Industrial America," *World's Work*, 21:13888-90.  
 Potter: 226-39.  
 —, "I Need Production, Not Wool," *Lit. Dig.*, 62:21.  
 —, "A New Era of Industrial Efficiency," *World's Work*, 26:380-1.
- ### III. Regions of Animal Production
- The successive areas of agricultural development, going westward with the white man. Show how the real frontiersman, who opened up the country but produced no material surplus wealth, was followed by the herdsman, who fed great flocks and herds upon practically free land; and he, in times of greater and more staple population, by the feeder, who raises animals on crop foods, producing his animal products at a much greater cost, but in less space, than his predecessor. In certain parts of the far west the plainsman still herds animals on big ranches, but as types the cowboy and the plain fed animal are gone.  
 Allen: 209-11, 225-6.  
 Bishop & Keller: 198, 129-30.  
 Bogart: 233-4, 298-300.  
 Carver: 101-4.  
 Barnes: 21-32, 80-90.  
 Harger: "Cattle Nails of the Prairies," *Scribner's*, 11:732.  
 Harvey, W. C.: "Our Beet Supply as a Great Business," Rev. of Rev., 41:308-11.  
 Semple: 359.  
 Warren: 355.  
 —, "A 100,000-Acre Business," *Wld's. Work*, 25:271-5.  
 Wilkins: "Cattle Raising on the Plains," *Harper's*, 72:788.
  - Present distribution of animal husbandry.  
 Allen: 210-11, 225-6 (cattle), 239-40 (sheep), 247-51.  
 Bishop & Keller: 109-10, 129-31.  
 Barnes: 32-80.  
 Hunt & Burkett.  
 Potter: 37-62, 124-65, 369-75.
  - The meat-packing centers.  
 Allen: 222-3.  
 Bishop & Keller: 114.  
 Bogart: 298-300.

Hunt & Burkett: 512.

Semple: 359-70.

Sikes, Geo. C.: "Chicago, North America's Transportation Center," *Rev. of Rev.*, 57:273-80.

#### 4. Transportation and markets.

Allen: 223.

Bishop & Keller: 112-3.

Coulter: 76-111.

Eckles & Warren: 208-14, 250-4.

Potter: 68-92, 407-14.

Hunt & Burkett: 510-14.

—, "Losses in the Meat Industry," *Lit. Dig.*, 61:113-4.

—, "Our Beef Supply as a Great Business," *Rev. of Rev.*, 41:316-7.

#### IV. Economic Problems

##### 1. The lessening grazing lands. How animals increase the value of plant food to the feeder. Pasture problems.

Allen: 211.

Bogart: 298-9.

Carver: 111, 103-4.

Eckles & Warren: 202-8.

Grim: 411-16.

Howard, R. R.: "The Passing of the Cattle King," *Outl.*, 98:193, 204.

Hunt & Burkett: 182-4, 247-56.

Price, T. H.: "A 100,000-Acre Business," *World's Work*, 25:271-5.

Waters: 381-4.

Warren: 355-6.

##### 2. Plant vs. animal food for consumers. A permanent balanced food supply for the world. Show how foods of cheaper production cost, but high food value, may be partially or wholly substituted for meat, thus cheapening, distributing and equalizing the supply.

Mackenzie, W.: "Rabbits to Feed England," *Tech. World*, 221:432-3.

—, "Flesh-eating and Ferocity," *Lit. Dig.*, 61:25.

##### 3. Dairy industry. The growing use of dairy foods rather than meats means greater economy; why? Show how and why dairy farming requires more intelligence than grazing. Show the relationship of dairying and grazing to population.

Coulter: 24-76.

Hunt & Burkett: 433-36.

Warren: "Farm Management," Chap. on dairies.

##### 4. Live stock in a scheme of permanent agriculture. Emphasize the present need for substituting permanent methods of production for those based on American conditions not typical of the world in general. The law of diminishing returns may be discussed here to classes sufficiently mature to understand it, provided it is very concretely presented. It will be more fully treated in the twelfth-year work.

Carver: 266-8.

Eckles & Warren: 232-88.

Hunt & Burkett: 135.

"Deer Farming in the U. S.," D. E. Lantz, *Farmers' Bull.*, 330.

Plumb: "Beg., etc.," 15-21.

Warren: "Farm Management," 202-10.

Barnes: 199-245.

#### V. Social Aspects

##### 1. Life of cowboys and shepherds.

Allen: 211-17, 234-39.

Barnes: 114-63.

Bishop & Keller: 110-11, 130-31.

Buckman, G. R.: "Cowboy Life," *Outing*, 19:181, 269, 357.

Grim: 412, 414.

Harger, C. M.: "Sheep and Shepherds," *Outl.*, 72:689, 73:839.

Hough: *Passim*.

Wilkinson: "Cattle Raising on the Plains," *Harp-er's*, 72:788.

Warren: 355-6.

##### 2. Simplification of farm life with development of dairying; in coöperation farming.

Eckles & Warren: 221-9, 276-9.

Hunt & Burkett: 437-8.

##### 3. Foreign labor in packing plants.

See Carleton Parker's articles, *Atl. M.*, 1917-9.

#### VI. Political Problems

##### 1. Government inspection of milk, meats, etc. The teacher should at this point explain three periods of practice with regard to social control: the extreme regulation of the eighteenth century in the interests of profits, the reaction into extreme *Laissez Faire* and exploitation by capital, and the modern ideal and practice of regulation in the interest of social welfare. Much local illustration should be used at this point and the efficiency of the local machinery should be made a point of especial inquiry. See that the class knows what agencies inspect milk and meat sold in their own home town. This offers one of many opportunities for genuine "community civics."

Bishop & Keller.

Eckles & Warren: 177-81.

Hunt & Burkett: 515.

"Saving Our Cattle," etc., *Sci. Am. Sup.*, 87:328.

—, "Standard Economics Texts."

Potter: 103-8.

##### 2. Packers and the government (trusts). An illustration of conflict and agreement of interests between the people, organized for common welfare in a government, and capital, efficiently organized for production. Emphasize not so much the causes and details of the struggle as the possibilities and means of profitable conciliation.

Swift & Co.: "Consumer and the Future," packer's side, *Survey*, 42:712-13.

—, "Congress and the Cost of Living," *Ind.*, 99:74-5.

—, "Menace of a Food Trust," *Lit. Dig.*, 62:9-11.

—, "Packers State Their Case," *Lit. Dig.*, 63:4-15.

—, "The Packers at the Bar of Public Opinion," *Lit. Dig.*, 62:21-4.

—, "To Find New Packers," *New Republic*, 20:9-10.

—, "World's Almanac, 1920": 332.

—, "Who Shall Own the Cars?" *Sci. Am.*, 121:248.

Swift, L. F.: "Harassed Packer," *New Repub.*, 22:420.

—, "Packers are Human," *New Repub.*, 22:156-7.

Cheney, W. L.: "Unscrambling," *Survey*, 43:304.

"Unscrambling of the Packers," *Outl.*, 123:564.

"Unscrambling the Eggs," *Ind.*, 101:16-17.

"Will Unscrambling the Packers Reduce Prices?" *Lit. Dig.*, 64:11-13.

#### VI. COTTON

##### I. Introductory Motivation

Explain the saying that "Cotton Is King." Why were people adjured a few years ago to "Buy a Bale?" In other words, why is cotton production important? Its increasing production and sale for textile manufacture.

Burkett and Poe: 3-9, 55.

—, "Buy a Bale of Cotton," *Lit. Dig.*, 669-71, V. 49.

—, "Cotton's Magical Rise Enriching the Nation," *Lit. Dig.*, V. 53, 1517-20.

—, "Shall We Wear Cotton?"

Todd, J. A.: 231-3.

#### BIBLIOGRAPHY

Brooks, C. P.: "Cotton—Its Uses, Varieties, Fiber, Cultivation and Preparation for the Market as an Article of Commerce." C. P. Brooks, Lowell, Mass., 1898.

- Burkett and Poe: "Cotton—Its Cultivation, Marketing, Manufacture and the Problems of the Cotton World." Doubleday Page & Co., 1906.
- Chapman, Sydney J.: "The War and the Cotton Trade." Oxford Univ. Press, 1915.
- Chapman, Sydney J.: "The Cotton Industry and the Trade." Methuen & Co., 1905 (London).
- Dodd, Wm. E.: "The Cotton Kingdom." Yale Series 27, 1919.
- Herrick, G. W.: "Insects of Economic Importance." Ithaca, N. Y. Carpenter & Co., 1915.
- Nasmith, Joseph: "The Students' Cotton Spinning." Manchester, 1896, 3d ed.
- Murphy, E. G.: "The Present South." Longmans Green & Co., 1910.
- Olmsted, Frederick Law: "The Cotton Kingdom." N. Y. Mason Bros., 1861. Most excellent for description of ante-bellum plantation conditions.
- Peake, R. J.: "Cotton, from the Raw Material to the Finished Product." London, Pitman & Sons. Rev. ed.
- Scherer, James: "Cotton as a World Power." F. A. Stokes & Co., N. Y., 1916.
- Todd, J. A.: "The World's Cotton Crops." A. C. Black, London, 1915.
- , "Studies in Southern History and Politics," inscribed to Prof. Dunning. N. Y. Columbia University Press, 1914. Particularly the essay of Holland Thompson, "The New South, Economic and Social."
- Washington, Booker T.: "Up from Slavery." N. Y. Doubleday Page & Co., 1902. "Tuskegee and Its People, Their Ideals and Achievements." N. Y. D. Appleton Co., 1905. "The Story of the Negro." Doubleday Page & Co., 1909.
- Wilkinson, Fred., F. G. S.: "The Story of the Cotton Plant." N. Y. D. Appleton & Co., 1901.
- Woodbury, C. J. H.: "Bibliography of the Cotton Manufacture." Waltham, Mass. Press of E. L. Barry, 1909-10.
- II. History of Cotton
1. In the old world. It passes from India to ancient Assyria and to Egypt. Early manufacture and trade.
    - a. Origin in India.
 

Scherer: 1-15 (myth.), 16-21 (facts).  
 Wilkinson: 11-6.  
 Burkett and Poe: 13-16.  
 Brooks: 92-98.  
 Nasmith: 5-11.
    - b. Progress westward.
 

Scherer: 22-33.  
 Wilkinson: 17-19.
    - c. In the Middle Ages, a staple article of commerce by caravan and ship, from East to West, transported as a finished product.
 

Peake, R. J.: 2.  
 Scherer: 34-48.  
 Wilkinson: 16-7.
  2. In America: It furnished the dress of the Southwest tribes as skins did of the Northern Indians.
    - a. Indian cultivation of indigenous cotton.
 

Bishop and Keller: 92.  
 Brooks: 98.  
 Scherer: 113-7.  
 —, "An Early Type of Cotton Raised in the United States by Hopi Indians," *Sci. Am.*, 107: 442; *Lit. Dig.*, 45: 1009.  
 Todd, J. A.: 97-8.
    - b. Colonial planting, 1621ff. It was a crop of small comparative importance for many years, as the labor of freeing it from seeds by hand made profits small.
 

Burkett and Poe: 17-9.  
 Brooks: 100-5.  
 Scherer: 118-26.  
 Todd: 97-8.
  3. The industrial revolution: English inventors improved the spinning and weaving processes and substituted water and steam power for man power.
 

Scherer: 51-8, 88-96 (intermediate material too detailed for student).
  - Wilkinson: 113-126 and 126-146 (early and later inventions).  
 Nasmith: 11-20 and 25.
  4. Eli Whitney and his cotton gin; an American inventor finishes the transformation as a commercial product by making profitable a vast increase in production.
    - a.
 

Todd: 98.  
 Nasmith: 20-21.  
 Scherer: 158-162.  
 Tompkins: "C. P. M.," etc., 3-5 (southern, disparages Whitney).
    - b. Effect of gin on production.
 

Bishop and Keller: 93, graph.  
 Nasmith: 23-24.  
 Peake: 31.  
 Burkett and Poe: 216-218.  
 Scherer: 149-151 (statistical diagram).
    - c. Effect of increased production on economic and social conditions.
      - 1) Slavery becomes fixed on the South through the profits of cotton-raising.
 

Scherer: 150-3.  
 Tompkins: 5-7.
      - 2) Character of Southern society; an aristocracy, doing no manual labor, fixes the character of society.
 

Burkett and Poe: 310-13.  
 Scherer: 170-1, 301-9.  
 Olmsted, Frederick Law: "The Cotton Kingdom."
      - 3) Character of Southern agriculture.
 

Scherer: 168-70.  
 Olmsted: *supra cit.*
    - d. Effect of cotton production on westward expansion; cotton as a staple crop uses the land resources wastefully, and, therefore, creates an insatiable need of more land.
 

Bishop and Keller: 94.  
 Scherer: 171-76 and 197-202.  
 "Standard American History Texts."
  5. Present status of the cotton industry.
    - a. The cotton plant—nature and varieties.
 

Wilkinson: 19-31 (somewhat tech.).  
 Peake: 16-20.  
 Todd: 7-10.  
 Goulding and Dunstan: 8-17.
    - b. Cultivation and harvesting—the initial production.
 

Peake: 20-23, tables 25 and 26.  
 Wilkinson: 39-63.  
 Brooks: 156-170.  
 Burkett and Poe: 104-8.  
 Day: "Picking Cotton by Machine," *Sci. Am.*, 104: 231.  
*Farmers' Bulletin*, 601: 9-12, 1914 (somewhat technical).  
*Farmers' Bulletin*, 787: 17-19, 1916.  
*Farmers' Bulletin*, 802: 6, map of the cotton belt.  
 Todd: 11-12 and 88-97.
    - c. Manufacturing processes for the fiber—the secondary production.
      - 1) Preparation of the fiber.
 

Wilkinson: 82-94 (rather technical, rest too much so).  
 Peake: 47-74.  
 Burkett and Poe: 318-22.
      - 2) Spinning.
 

Wilkinson: 146-76.  
 Peake: 74-84.  
 Burkett and Poe: 322.  
 Todd: 342-7.
      - 3) Weaving.
 

Peake: 84-110 (tech.).  
 Burkett and Poe: 323-9.  
 Todd: 347-8.
      - 4) Dyeing and finishing.
 

Peake: 110-5.

- Burkett and Poe: 327-9.  
Todd: 348-53.
- d. Manufacture and use of cottonseed, an extremely useful by-product, which illustrates modern manufacturing and marketing economy.  
Bishop and Keller: 102-4, table 103.  
Burkett and Poe: 275-99.  
Scherer: 354-6.  
Todd: 354-65.  
——, "Cottonseed and Its Uses," *Sci. Am.* 106: 504, 1912.  
——, "The Uses of Cottonseed," *Lit. Dig.*, Dec. 1, 1912.  
——, "Excellent Photographs," *Sci. Am.*, 119: 498 (article not authenticated).
- e. Locale of industry.
- 1) Cotton production.  
Bishop and Keller: Map 95.  
Wilkinson: 41.  
Peake: 21-26, 33-44 and map 135-6.  
Burkett and Poe: 20-2.  
"Maps of Different Countries and Their Production," Todd: 48, 60, 84, 132, 180, 208, 216, 296, 324 and end.
  - 2) Cotton manufacturing; England has kept much of the manufacture of cotton cloth because of the skill of her weavers, but the United States is spinning more and more thread. Cotton manufacture has lately invaded the South, in which it is now in the same stages as characterized the North fifty years ago.  
Wilkinson: 176-87.  
Todd: 13-17 and 230-35.  
Thompson, H.: cit. 300-3.  
Chapman, S. J.: "The Cotton Industry and Trade," 138-51.  
Copeland, M. T.: "The Future of the Cotton Industry," *Atlantic Mo.*, 126: 793-803.
  - 3) Transportation. Cotton is a very bulky product, and is now carried both as a raw and as a finished product.  
Burkett and Poe: 72-4, 53-7.  
Scherer: 56-7, 335-40, 351-4.  
Brooks: 274-303.  
Peake: 116-9.  
Todd: 120-8.  
*Farmers' Bulletin*, 5-7 (No. 764).  
Branan, Will: "Public Warehouses for Cotton," *Tech. World*, 22: 402-3.  
——, "A Waste of \$75,000,000 a Year," *World's Work*, 24: 378.  
Chapman: "Cotton Industry and Trade," etc., 52-5.
  - 4) Economic phases.
    - a) Relative efficiency of slave and free labor systems. The slaveholders defended with their "lives, their fortunes and their sacred honor" an institution not economically defensible.  
(1) Slave labor, 1795-1865. Todd: 207; Bishop & Keller: 93; Thompson: 304-7; Chapman: "The Cotton Industry and Trade," 148-9.  
(2) Free labor, 1865-1920. Burkett & Poe: 269-71; Brooks: 106-14; *Farmers' Bulletin*, 787: 4; Tompkins, D. A.: "C. P.," etc., 11-3; Scherer: 325-30; Todd: 107-9; Abbott, J.: "King Cotton," *Independent*, 72: 509-10.
    - b) The Civil War shortage and the Lancashire weavers. An example of international interdependence and of the power of moral conviction.  
Peake: 31; Scherer: 261-7, 291-4, 270-7, the famine in France; Chapman: "The Cotton Industry and Trade," 66-7.
    - c) The cotton growers' and middlemen's associations—the advantages of organization for producers and handlers.

Peake: 44-6; Burkett and Poe: 58-67, 270-2, 234-58, cotton exchange; Page, Ralph W.: "A War of Independence," *World's Work*, 29: 213-4; Todd: 129-30, 151-4, 159-64 (British).

d) Permanent agriculture.

(1) The boll-weevil and the scientist. An agricultural system that does not provide for the future steals from succeeding generations. Wilkinson: 38; Peake, 32-3; Burkett and Poe: 174-81; Todd: 105-6.

(2) Other pests. (See above references.)

(3) Staple vs. diversified farming; why the planter gives way to the farmer. Burkett and Poe: 46-7; Johnson, Lehman: "The Solution of the World's Cotton Problem," *Sci. Am.*, 113: 297ff; Merriam, James R.: "More Little Stories of Elastic Currency," *World's Work*, 27: 78-9; *Farmers' Bulletin*, 787: 9-12; Thompson, Holland: 298-9.

(4) Large vs. small plantations. Peake: 31; Burkett and Poe: 194-9; Brooks: 114-28; *Farmers' Bulletin*, 787: 8-9; Thompson: 296-7.

5) Social phases.

a) The great planter vs. the small farmer in the South; a growth in democracy.

Keasbey, L. M.: "The Agrarian Unrest in the South," *New Rep.*, 4: 146-8; Thompson: 294-6; Burkett and Poe: 194-9, as above; Hibbard, B. H.: "Tenancy in the Southern States," *Quarterly Jour. E. C.*, 27: 482-96, N. Y., 1913 (teacher).

b) The race problem of the negro. Americans are peculiarly unsuccessful in dealing with race problems; here is the most serious of all.

Burkett and Poe: 36-40; Scherer: 323-4; Todd: 176-7; Thompson: 307-12; Washington, B. T.: "Up from Slavery," "Tuskegee and Its People," "The Story of the Negro"; —, "Negro Question and Its Solution," *Ind.*, 77: 395-6; —, "Negro Public Schools," *Ind.*, 73: 217-9; —, "Trend in Negro Education," *Bulletin of the U. S. Bureau of Education*, 1913, 30: 75-6; —, "Negroes in America," *Lit. Dig.*, 63: 40ff; —, "Lynchings in 1919," *Lit. Dig.*, 64: 20; Crowell, C. T.: "Message to the North," *Ind.*, 70: 992-4 (Southern); Murphy: 151-203, 29-94; "Contrasts at Home and Abroad" (by a Negro), *Ind.*, 73: 661-4; Baker, R. S.: "Gathering Clouds Along the Colored Line," *World's Work*, 32: 242-6; —, "Education and Crime Among Negroes," *Rev. of Rev.*, 55: 318-20; Pendleton, H. B.: "Cotton-Pickers in the Northern Cities," *Survey*, 37: 569-71; Baker, R. S.: "The Negro Goes North," *World's Work*, 34: 314-9; —, "Southern Negroes Moving North" (as a Southerner sees it), *World's Work*, 34: 135; "South Calling Negroes Back," *Lit. Dig.*, 54: 1914ff; —, "Welcoming Southern Negroes, East St. Louis and Detroit, a Contrast," *Survey*, 38: 331-5; Quillin, T. U.: "Negro in Cleveland, Ohio," *Ind.*, 68: 399-403; Breckenridge, Sophonisba P.: "The Color Line in the Housing Problem," *Survey*, 29: 576ff; Banks, Enoch Marvin: "The New Point of View in the South," *Ind.*, 71: 79-83; —, "Fifty Years of Emancipation," *Ind.*, 73: 682-3; —, "Fifty Years of Emancipation," *Lit. Dig.*, 45: 568ff; —, "Mind in the White and the Negro," *Lit. Dig.*, 48: 101-2; Weatherly, U. G.: "World-Wide Color Line," *Pop. Sci.*, 79: 474-85 (excellent for teachers—theory); DuBois, W. E. B.: "Social Effects of Emancipation," *Survey*, 29: 570-3; Barnett, Ida B. Wells: "Our Country's Lynching Record," *Survey*, 29: 573-4; Addams, Jane: "Has the Emancipation Act Been Annulled by National Indifference?" *Survey*, 29: 565-6.

c) Child labor in Southern cotton mills. Clopper, E. N.: "Causes of Absence from Rural Schools in Oklahoma," *Child Labor Bul.*, 6:90-113; Hine, L. W.: "Children or Cotton," *Survey*, 31:582-92; Hine, W. L.: "Baltimore to Biloxi and Back," etc. (a parallel study of cannery labor), *Survey*, 30:167-72; Manney, F. A.: "10,000 Children in Industry," *Survey*, 36:94; —, "The South and the Child Labor Bill," *Outl.*, 112:404; McKelway, A. J.: "Protecting Negro Child Labor in the South," *Survey*, 32:496; McKelway, A. J.: "Child Labor and Its Relation to Illiteracy," *Natl. Educ. Assn.*, 1916, 817-8; McKelway, A. J.: "The Child Labor Campaign in the South," *Survey*, 27:1023-26; Todd, H. M.: "Why Children Work—The Children's Answer," *McClure's*, 40:68-79; Wald, W. D.: "Children and Work," *Atlantic*, 115:806; Wannamaker, O. D.: "Child Labor and Cotton," *Survey*, 42:857-80; —, "Can Georgia Do It?" *Outlook*, 107:888-9; —, "Child Workers in North Carolina Cotton Mills," *Survey*, 33:573; —, See also *Child Labor Bulletin*, *Annals of Am. Acad. of S. Sc.*, Vs. 35-8; Murphy, E. G.: "The Present South," 95-151.

6) Political Phases. Among English-speaking peoples, any important question is liable to find its way into politics eventually.

a) Development of the slavery question. Use standard textbooks.

b) Reconstruction and cotton.

Burkett and Poe: 313-18; Tompkins: "Cotton-Growing," 3-5; Todd: 98.

c) European attitude during the Civil War. Why?

Burkett and Poe: 26-34; Scherer: 278-82; Standard Texts.

d) European attitude during the Great War—the effect of the struggle on the cotton trade.

"The Great Use of Cotton in Powder for the War," *Lit. Dig.*, 50:1506; "The Cotton-Contraband Controversy," *Lit. Dig.*, 51: Aug. 21, 1915; Todd: 369-87, contains a complete account of the early months of the war and a prophecy of the demand after the war, with the attendant redistribution and increase in cotton production and marketing.

e) Free trade or protection? England and her free trade policy. (American vs. Egyptian and Indian cotton, etc.) A very important question in the matter of wool production also.

Brooks: 296-300; Scherer: 179-182 and 310-4; Todd: 231-3; Howe, H. E.: "Future of the Cotton Industry," *Sci. Am.*, 122:300.

## VII. IRON AND STEEL

### I. Introduction

Perhaps the best way of securing a conception of the importance of iron and steel in the modern world is to imagine it eliminated. Let the class speculate on the quality of a civilization which is minus railroads, steamships, tall buildings, manufactories, deep mines, modern agricultural machinery and watch springs.

Allen: 166-8.

### BIBLIOGRAPHY

- Baekert, A. O., ed.: "The A. B. C. of Iron and Steel." Penton, Cleveland, 1919.  
 Becker, C. L.: "Beginnings of the American People." Houghton Mifflin, 1915.  
 Fish: "The Development of American Nationality." American Book Co., 1914.  
 MacFarlane: "Principles and Practice of Iron and Steel Manufacture." Longmans Green, 1916.

Smith, J. Russell: "Story of Iron and Steel." Appleton, 1908.

—, "The Romance of Steel: The Story of a Thousand Millionaires." Barnes, N. Y.

### II. The Story of Iron and Steel

1. In ancient times. Iron succeeds bronze as a civilizing agent.

Allen: 167.

Breasted: 157, 263.

Bishop & Keller: 166.

Smith: "The Story of Iron and Steel," 1-16.

—, "The Use of Iron by Primitive Man," *Sci. Am. S.*, 83:148.

—, "Standard Ancient History Texts."

2. In medieval times—the Catalan forge. The invention of steel and the fine steel of Damascus and Toledo.

Smith: "The Story of Iron and Steel," 16-22.

—, "Standard Texts in Medieval History."

3. How iron helped the Industrial Revolution.

Herrick: 280, 299.

Ogg: "Social Progress in Contemporary Europe," 89-93.

Smith: "The Story of Iron and Steel," 41-7, 71-6.

4. Early iron-making in the colonies.

Becker: 151.

Bishop & Keller: 166-8.

Bogart: 6, 36, 39, 45, 57-8, 59.

Herrick: 319.

Semple: 83.

Smith: "The Story of Iron and Steel," 23-41.

5. Early iron and steel in the United States.

Ashley: *American Hist.*, 323.

Bishop & Keller: 168-170.

Bogart: 150-1, 178, 281-2, 336, 361-3.

Pero, J. P., and Neilsen, J. C.: *Sci. Am. Sup.*, 82: 54-5, "The Evolution of Malleable Iron."

Smith: "The Story of Iron and Steel," 41-71.

6. The Bessemer and open-hearth processes and their effects.

Allen: 179.

Baekert: "The A. B. C. of Iron and Steel," excellent photographs. Chs. XI and XII: 120-54.

Bogart: 361-2, 390-1.

Campbell, H. H.: "The Passing of the Acid Bessemer Steel," *Sci. Am. Sup.*, 82:286.

Paxson: 16.

Smith: "The Story of Iron and Steel," 78-82, 34-42.

—, "An Improvement in the Open-Hearth Steel Making," *Sci. Am.*, 83:147.

—, "Industry's Greatest Asset, Steel," *N. Geog.*, 32:130-1, 133-56, excellent.

—, "Modern Researches in the Metallurgy of Iron," *Sci. Am. Sup.*, 78:280-3.

—, "Open Hearth vs. the Electric Furnace," *Sci. Am. Sup.*, 81:107.

Wellman, S. F.: "The Story of a Visit to Sir Henry Bessemer," *Sci. Am. Sup.*, 74:402-3.

7. Increased demand for iron and steel products have increased the production.

Bishop & Keller: 171-2.

Bogart: 388-92.

Dayton, T. S.: "Miracles in Iron and Steel," *Harp-er's Weekly*, 56:9.

Dewey: 16-18.

—, "Steel and Copper," *Ind.*, 89:375-6.

—, "Steel in the Light of Modern Research," *Sci. Am.*, 80:323.

—, "The Steel Industry and a Year of War," *Sci. Am. Sup.*, 80:298.

—, "The Steel Trade," *Ind.*, 90:219.

8. Present production in the United States. The marvelous story of high-grade steel and other steel alloys.

Bishop & Keller: 171.

Bogart: 393, 455.

Herrick: 512-13.

Keys, C. M.: "America," *World's Work*, 21:13888-9.

Topping, J. R.: "Iron and Steel," *World's Work*, 34:25-6.  
 —, "Great Revival in the Steel Industry," *Ind.*, 84:283.  
 —, "One-Half the World's Steel Now Made Here," *Lit. Dig.*, 55:120-3.  
 —, "Our Big Steel Year," *Lit. Dig.*, 54:245.  
 —, "Steel and Prosperity," *Ind.*, 85:100-1.  
 Tappan: 57-65.  
 —, "The World's Yield of Coal and Iron," *Sci. Am. Sup.*, 80:326.  
 Van Hise: 65-6.  
 "Taming Steel With Fire," *St. Nicholas*, 41:61-3.  
 "The A. B. C. of Iron and Steel," 291-300 (statistics of progress).

### III. Geography of Iron and Steel

#### 1. World's iron fields.

- a. Fields now exhausted but of importance in the past.  
 Bishop and Keller: 169-70.  
 Herrick: 487.  
 Van Hise: 68.
- b. Fields still producing.  
 Allen: 168-70.  
 Bishop & Keller: 24 map.  
 Coult, A. S.: "Good Steel from the Junk-Pile," *Tech. World*, 23:862-4.  
 Herrick: 373, 487.  
 Howe, H. M.: "An Optimist's View of the Iron Ore Supply," *Atl. Mo.*, 105:827-34.  
 "World Short of Steel," *Lit. Dig.*, 64:95.  
 Van Hise: 64-5, 68.
- c. Fields still unused or nearly so. The treasures of the future.  
 Baeckert: "The A. B. C. of Iron and Steel" (Table 12).  
 Herrick: 404, 425.  
 Gregory, J. W.: "The Iron Ore Supplies of the World," *Sci. Am. S.*, 72:306.  
 Kemp, J. F.: "The Supply of Iron," *Sci. Am. Sup.*, 72:249-51.  
 Van Hise: 64-5, 69.  
 —, "Our Iron Ore Reserves," *S. A. Sup.*, 71:325.  
 —, "The Michigan Iron Ranges" (tech.), *Sci. Am. Sup.*, 76:235.  
 —, "The Iron Ore Resources of the World," *Sci. Am.*, 70:191-2.

#### 2. Location of industries.

- a. In Europe.  
 Allen: 171-2.  
 Gradenwitz, A.: "The Centenary of the Krupp Works," *Sci. Am. Sup.*, 74:136-7.
- b. In America.  
 Bishop & Keller: 170-2.  
 Bogart: 380, 383.  
 Paxson: 16.  
 Semple: 352-6, 361, 362, 364-5.  
 Smith: "The Story of Iron and Steel," 64-70.  
 Showalter, W. J.: "Industry's Greatest Asset—Steel," *Nat. Geog.*, 32:121-4.  
 Stacy, F. C.: "Pittsburgh Moving West," *World's Wk.*, 27:328-38.  
 Wochlke, W. V.: "Divorce of Iron and Coal," *Tech. World*, 20:883-6.  
 —, "Our Director of Steel," *Ind.*, 93:197-8.

#### 3. Transportation.

- a. International.  
 Bishop & Keller.
- b. American.  
 Allen: 171-6.  
 Baeckert: "A. B. C. of Iron and Steel" (photos.). Chs. IV, V; 32-60 and 301ff.  
 Bishop & Keller: Map, 170-1, 197.  
 Semple: 273, 352-6, 370.

Smith: "The Story of Iron and Steel," 112-116.  
 "Pittsburgh Moving West," *World's Wk.*, 27:337-8.  
 "Biggest Freighter Afloat," *Tech. World*, 23:262.  
 —, "Industry's Greatest Asset—Steel," *Nat. Geog.*, 32:121-9, 131-33.  
 —, "Loading Iron by Magnets," *Sci. Am.*, 115:387.  
 —, "Moving Structural Steel With a Tractor," *Sci. Am.*, 114:406.  
 Van Hise: 70-2.

### IV. Economic Phases

1. Division of labor in production. The contrast between the modes of production when one blacksmith carried on all processes from the smelting of the ore to the turning out of a finished sword or hoe-blade and the modern methods of detailed division of labor should be made clear. Then the mental effects of monotony in labor should be noted, with suggestions for remedies; and the economic effects in lack of mobility in labor. Emphasize the necessity of a good general education as a safeguard against unemployment as a result of some change in the process.

Smith: "The Story of Iron and Steel," 114-26.  
 "Bethlehem," sketches by J. Stelle, *Survey*, 41:615. Illustrations only.  
 "The Wonderful Iron Mines of Lake Superior: How the Ore Is Mined and Carried in Bulk," *Sci. Am.*, 101:430-1ff.

2. Concentration and big business. The advantage of an amalgamation and the forming of the corporation; its growth.

Bogart: 369, 378-9, 392, 403-4.  
 Paxson: 297-8.  
 Smith: "The Story of Iron and Steel," 127-164.  
 —, "A British View of the Steel Corporation," *Atl. Mo.*, 108:824ff.  
 —, "An International Steel Trust," *Lit. Dig.*, 46:267.  
 —, "Basic Industries," *Outl.*, 124:252-5.  
 —, "Gary, the Largest and Most Modern Steel Works in Existence," *Sci. Am.*, 101:441-3ff (photographs excellent).  
 —, "Price-Fixing in the Iron and Steel Industry During the War," *Lit. Dig.*, 63:92-4.  
 —, "Speeding Up Work in the Iron and Steel Industries," *Scribner's*, 65:53-6.  
 —, "Steel Progress," *Ind.*, 86:224.  
 —, "The New Steel Merger," *Ind.*, 85:285-6.  
 —, "The Steel Trusts' New Rivals," *Lit. Dig.*, 51:947-8.

#### 3. Organization of labor and strikes.

Bogart: 425.  
 Paxson: 299.  
 Fitch, J. A.: "Closed Shop," etc., *Survey*, 43:53-6.  
 "American Federation of Labor Moves Forward," etc., *Sci. Am.*, 121:31.  
 "Back to the 12-Hour Day," *Survey*, 44: Jan. 17, 1920.  
 —, "Closed Towns," etc., *Survey*, 43:58-64.  
 —, "Is Gary Fighting Unionism?" *Lit. Dig.*, 63:12-13.  
 —, "How the Steel Strike Was Organized," *Survey*, 43:67-9.  
 —, "Minnesota's Striking Iron Miners," *Lit. Dig.*, 53:733.  
 —, "Steel Strike," *Lit. Dig.*, 63:9-13.  
 —, "Steel Strike," *New Republic*, 20:245-6.  
 —, "Steel Strike as a Labor Crisis," *Lit. Dig.*, 63:11-13.  
 —, "Striking While the Iron Is Hot," *Ind.*, 3-4.  
 —, "What the Steel Strikers Think of the Police," *Lit. Dig.*, 63:46-52.  
 —, "What Those Cossacks Think of the Steel Strikers," *Lit. Dig.*, 63:50-6.

## V. Political Phases

## 1. The trust problem.

## a. Era of agitation and state action.

Ashley: 528-9, 462.

"Standard History Texts."

## b. Sherman law not enforced.

Ashley: 528-9.

Dewey: 198.

Henrick: 529.

Magruder: 74.

Paxson: 172-3, 293.

## c. First period of enforcement. Literal interpretation.

Dewey: 199.

Herrick: 529.

Paxson: 320-2.

"Standard Civics."

## d. Second period; common-sense differentiation between "good" and "bad" trusts.

Herrick: 529.

See Civics and Histories (standard texts).

## e. Recent steel trust decision.

"Popular Approval of the Steel Trust's Acquittal," Lit. Dig., 50: 1455.

—, "Steel Trust Finds It Pays to Be Good," Lit. Dig., 64: 17-18.

"Supreme Court Decision in the Steel Cases," Curr. Hist. in N. Y. Times, 12, Part 1: 37-8.

—, "The Steel Trust Found Guiltless," Lit. Dig., 50: 1386.

"The Decision for the Steel Corporation," Nation, 100: 644.

"The Steel Corporation Decision," Outl., 110: 301-2.

## f. Principle established.

"The Steel Trust Decision," Rev. of Rev., 52: 25-6 cf; also s. supra.

## 2. Immigration. Be sure to make clear the relation between the development of manufacturing in America—iron and steel being the basic and most important manufacturing industry, and the "New Immigration" of 1885ff. Show how the need for cheap and docile labor induced capitalists to encourage laborers to come to America.

## a. Early immigration into America.

Bishop &amp; Keller: 39-40.

Bogart: 421.

Fairchild: "Immigration" (Macmillan Co., 1914): 53-105.

Semple: 310-16.

Warne: "Immigrant Invasion" (Dodd, Mead &amp; Co., 1913): 68-89.

## b. Later immigration—reasons.

Bishop &amp; Keller: 40-2.

Fairchild: 106-82.

Semple: 317-332.

Warne: 113-26.

## c. Immigration problems. Emphasize the easier assimilation of the Northwestern European immigration, which came before 1870, and which went largely into agriculture, and the difficulties in the way of Americanizing the later immigrant, who works in a factory and lives in a foreign colony, in some large city. Note the Americanizing agencies in the local unit, and evaluate their efficiency as far as may be possible or wise.

Bishop &amp; Keller: 42-3.

Fairchild: (Special topics.) Chs. X, XVIII, XVII ff, 369-437, class reading.

Semple: 330-6.

Warne: 127-64.

## 3. Control of iron and steel territory—international rivalries. (To teacher: The following references are not necessary, but pertinent, as illustrating the influence of industrial control on international affairs. If not studied by the class—the work is too advanced for many ninth-grade pupils—the teacher should give a

short talk upon this subject, illustrated by map reference.)

Gardiner, J. B. W.: "Lorraine, the Test of Victory" (map), *World's Work*, 35: 25-6.—, "France's Iron Riches that Germany Did Not Get," *Review of Rev.*, 42: 371-2.—, "Germany's Designs on French Iron Ore," *Sci. Am. Sup.*, 85: 123.—, "Germany's Losses in Steel Under the Peace Treaty," *Lit. Dig.*, 62: 98-100.—, "La Guerre Pour le Minéral de fer," *Sci. Am. Sup.*, 86: 279.—, "Lorraine, Coal and Iron," *New Republic*, 12: 152-4.

## VI. Social Phases

## 1. Changes in American society from immigration.

Bogart: 421-3.

Hodges, L. R.: "Immigrant Life in the Ore Region of Northern Minnesota," *Survey*, 28: 703-4.Pfeiffer, C. W.: "From Bohunks to Finns," *Survey*, 36: 8-14.Vorse, M. H.: "Aliens," *Outlook*, 125: 24-6.Vorse, M. H.: "Behind the Picket Line," *Outlook*, 124: 107-9.Parker, C. H.: "The Labor Policy of the American Trust," *Atl. Mo.*, 125: 225-31.

## 2. Housing problems in a factory district.

Talbot, W.: "The American Illiterate," *World's Wk.*, 32: 303-5 (diagr.).Parker, C. H.: "The Technique of American Industry," *Atl. Mo.*, 125: 12-23."Steel and Steel Workers in Six American States," *Survey*, 27: 1285-98.

## 3. Lives of the workers.

Bond, A. R.: "With Men Who Do Things," *St. Nicholas*, 40: 402-9.Close, C. L.: "The Economic Saving of Human Reserves," *Sci. Mo.*, 4: 428-37.Dennett, Tyler: "U. S. Steel Corporation—Employer," *Outlook*, 111: 723-31.Fitch, J. A.: "Experiments with the Eight-Hour Day," *Survey*, 29: 198-200.Fitch, John A.: "Old Age at Forty," *Am. M.*, 71: 655-64.Fitch, John A.: "Steel and Steel Workers in Six American States," *Survey*, 28: 17-27; *Survey*, 27: 929-45, 1145-60, 1285-98, 1527-40, 1706-20.Hodge, John: "British Experience with an Eight-Hour Day in the Steel Trade," *Survey*, 32: 216.Knowles, Morris: "Water and Waste—The Sanitary Problems of a Modern Industrial District," *Survey*, 27: 1485-1500.Lescobier, D. D.: "Accidents and Accident Prevention in the Minnesota Iron Mines," *Survey*, 28: 710-6.Lescobier, D. D.: "Safety in a Concentration Plant," *Survey*, 28: 773-8.Lescobier, D. D.: "The Cost of the Eight-Hour Day," *Survey*, 30: 267-8.Lescobier, D. D.: "The Risks of the Ore Diggers," *Survey*, 26: 514-20.Stella, J.: "Sketches," Bethlehem pictures, *Survey*, 41: 615-18.Talman, C. F.: "Story of Iron and Steel," *Mentor*, 7: 1-11.—, "Accident Prevention in the Steel Industry," *Survey*, 30: 521-3.—, "Back to the Twelve-Hour Day," *Survey*, 44: Jan. 17, 1920.—, "Federal Report on the Steel Workers," *Survey*, 26: 705.—, "Immigrant Life in the Ore Regions of Northern Minnesota," *Survey*, 28: 706-8.—, "Pictures," *Harper's Weekly*, 56: 9.—, "Shall Steel Workers Work Seven Days?" *Survey*, 37: 131.—, "The Cockerill Iron Works" (Belgian), *Sci. Am. Sup.*, 14: 389-90.

——, "Typical Scenes in a Steel Plant," *Sci. Am. Sup.*, 86:376-7.

## VIII. COAL

### I. Introduction

Coal is the foundation of modern production. Without it, factories and ships and railroads, shops and mines and comfortable living quarters for workers could not be. It has been stored in ages past for present-day use, and is found so distributed throughout the earth as to make varied industries possible almost everywhere.

### BIBLIOGRAPHY

- Cooke, A. O.: "A Visit to a Coal Mine." Froude, Hodder and Stoughton, London (elementary).  
 Gilbert & Pogue: "Coal, the Resources and Its Full Utilization." Bul. 102, Part 4, Nat. Museum, 1918 (advanced).  
 Husband, J.: "A Year in a Coal Mine." Houghton Mifflin, 1911.  
 Leavitt, T. H.: "Facts About Peat." Lee and Shepard, 1904.  
 Nicolls, W. J.: "The Story of American Coals." Lippincott, 1890.  
 Ries, Heinrich: "Economic Geology of the United States." Macmillan, 1907.  
 Shinn, C. H.: "The Story of the Mine." Appleton. Story of the West series.  
 Tappan, E. M.: "Diggers in the Earth." Houghton Mifflin, 1919.  
 Tonge, James: "Coal." D. Van Nostrand, 1907.  
 Wilson, F. H.: "Coal, Origin and Methods of Working and Preparation for Market." London. Pitman's series, 1917.  
 —, "The Romance of Coal." Pittsburgh Coal Co., 1914.  
 —, Bulletin 6, U. S. Steel Corporation: "The Story of Steel." (Few words, but hundreds of excellent pictures.)

### II. The History of Coal

1.
  - a. Geologic formation.
 

Nicolls: 32-45.  
 Showalter, W. J.: "Coal the Ally of American Industry," *Nat. Geog.*, 34:422-34.  
 Tonge: 6-46.  
 Van Hise: "Conservation," etc., 17-19.  
 —, "The Mystery and Marvel of Coal," *Leslie's Weekly*, 827ff.  
 Allen: 138.  
 Wilson: 1-7.
  - b. Early use in England. Note the close relation to the industrial revolution.
 

Nicolls: 46-51.  
 Tonge: 1-6.  
 Ogg: "Social Progress in Contemporary Europe," 90-2.  
 Wilson: 19-25.
  - c. Early use in the United States.
    - 1) Bituminous.
 

Allen: 158.  
 Bishop and Keller: 155-6.  
 Bogart: 164, 306, 312.  
 Tonge: 124-38.  
 Van Hise: 19.  
 —, "Our Coal Supply Today," *Rev. of Rev.*, 41:198.  
 —, "Fuel Facts," 29, 26-9.
    - 2) Anthracite.
 

Allen: 159.  
 Bogart: 151-362.  
 Nicolls: 57-60.  
 Tonge: 138-9.  
 Van Hise: 19.
    - 3) Lignite.
  - d. Discovery and development of new fields.
 

Bishop & Keller: 158.  
 Mitchell, G. E.: "Our Coal Lands," *Nat. Geog.*, 21:441-51.  
 Nicolls: 60-9.
- 1) Fields and their supply.
 

Allen: 157-9, 161-2.  
 Bishop & Keller: 158.  
 Bogart: 5-6.  
 Marshall: 79-85.  
 Mitchell, G. E.: "Our Coal Lands," *Nat. Geog.*, 21:440-51.  
 Van Hise: 20-3, map 20.  
 Wilson: Chs. XVII, XXII, 88-109.  
 Wilson, J. H.: "The Coal Resources of Alaska," *Ind.*, 69:566-8.  
 —, "The World's Yield of Coal and Iron," *Sci. Am. Sup.*, 80:326.
  - 2) Consumption.
    - a) Coal.
 

Bishop and Keller: 156-7; Marshall: 79-82; Nicolls: 303-66; Tonge: 169-74; Van Hise: 23-5; Wilson: 119-125; —, "Our Coal Supply Today," *Rev. of Rev.*, 41:197-8; —, "The Advantages and Increasing Use of Pulverized Coal," *Sci. Am.*, 118:521; —, "Coal, Ally of American Industry," *Nat. Geog.*, 34:407; —, "Generating Current at the Mine," *Sci. Am.*, 108:157ff.
    - b) Coke and gas.
 

Bogart: 390, 164; Marshall: 82; Nicolls: 356-76; Tonge: 174-5; Van Hise: 55-61; Wagner, F. U.: "Coal Gas—Residuals," *Sci. Am. Sup.*, 80:316-9; —, "Our Coal Supply Today," *Rev. of Rev.*, 41:198-201; —, "Gas-Driven Motor Cars," *Lit. Dig.*, 56:18-9; —, "Coke Oven Ammonia," *Rev. of Rev.*, 54:433-4; —, "Coke By-Products," *Outlook*, 114:248-9.
    - c) Coal-tar products.
 

Allen: 163-4; Jones, C.: "Coal and Its By-Products," *Sci. Am. Sup.*, 78:116-7ff, 132ff, excellent maps; Lange, K. R.: "The By-Products of Coal-Gas Manufacture" (quite technical, but not difficult); Nicolls: 377-86; Porter, Horace C.: "Coal-Tar Products," *Dept. of In-*

Mitchell, G. E.: "Our Coal Supply Today," *Rev. of Rev.*, 4:193-5.

Sack, A. J.: "Russia's Undeveloped Riches," *World's Work*, 34:223-8 (maps).

——, "Fuel Facts": 18.

——, "The Coal Fields of Alaska," *Nat. Geog.*, 21:83-5.

——, "The Coal Production of the United States and Great Britain," *Lit. Dig.*, 63:42.

e. Production and transportation today. Note the control over practically all industries which is vested in the coal supply.

Allen: 139-57 (methods), 159-60 (transportation).

Bishop and Keller: 157-8.

Bogart: 281, 331, 393-4, 455, 460.

Cushing, Geo. N.: "The Coal Problem Emphasized," *Rev. of Revs.*, 55:165-70.

Hale, S. A.: "The Coal Problem of Today," *World's Work*, 36:318-28. Excellent.

Morrow, J. D. A.: "The Coal Operators' Case," *Rev. of Rev.*, 57:290.

Nicolls: 121-212, 215-300. Production and transportation methods, respectively.

Tonge: 210-54.

Woehlke, W. V.: "The Divorce of Coal and Iron," *Tech. World*, 20:883-6.

——, "Fuel Facts," 8-13, 26-7.

Wilson: 25-88 (methods), 114-18 (statistics).

"Coal, the Ally of American Industry," *Nat. Geog.*, 34:408-13, 418-23 (excellent photographs).

——, "Coal Production by States," *Lit. Dig.*, 64:44.

——, "The Coal Resources of Alaska," *Ind.*, 69:567-8.

f. Supply and consumption; how long will the supply last?

terior, Tech. Paper, 89, 1915; Slosson, E. E.: "What Comes from Coal-Tar," Ind., 92:291-2; Tonge: 167-8; —, "Coal-Tar Chemical Industry in Germany and America," Sci. Am. Sup., 80:240; —, "Dye-Cure," Lit. Dig., 54:1499; —, "Coke By-Products," Outl., 114:248-9; —, "Our Waste of Coal-Tar Products," Lit. Dig., 45:463-4; —, "Manufacture of Coal-Tar Crudes," Sci. Am. Sup., 80:261; —, "By-Products from Non-Coking Coal," Sci. Am. Sup., 71:223; —, "Coal-Tar Products in Medical Use," Sci. Am. Sup., 78:230-1; —, "The Romance of Coal," cit. (diagrams): 16-17, 26.

### 3) Estimates of the length of supply.

Marshall: 85.  
Mitchell, G. E.: "Will Our Coal Vanish?" Tech. World, 21:257-9.  
Van Hise: 25-6.  
—, "Coal, Ally of American Industry," Nat. Geog., 34:40.  
—, "The European Coal Famine," Lit. Dig., 62:20.  
—, "The Coal Situation," Lit. Dig., 62:38.  
—, "Our Coal Supply Today," Rev. of Rev., 41:196-7.

### III. Economic Questions

#### 1. The conservation policy applied to the coal supply.

Bishop and Keller: 158-9, 160.  
Cushing, Geo. H.: "Save Forty Million Tons," Rev. of Rev., 58:291-5.  
Leshner, C. E.: "Preparing to Meet a Coal Shortage," Sci., 114:222-3.  
Marshall: 85, 102-4.  
Parsons, F. W.: "Needless Coal Waste," Sat. Eve. Post, 192:36-8.  
Shipp, T. R.: "Facts About the Coal Problem," *World's Work*, 35:272-5.  
Tonge: 205-9.  
Van Hise: 26-31.  
Wilson: 110-14.  
—, "Fuel Facts": 36-48.  
—, "Power From Waste Fuel," Sci. Am. Sup., 75:91.  
—, "Produce Gas From Low-Grade Fuels" (map and diagram), Sci. Am. Sup., 78:344-6.  
—, "Save Coals, Save Health," Rev. of Rev., 58:281-9.  
—, "Fuel Conservation on Railroads," Sci. Am., 114:465.  
—, "Putting Out a Burning Coal Pile," Lit. Dig., 56:20.

#### 2. Substitutes: Oil, water (sunshine).

Leavitt: "Facts About Peat," 1-100.  
Van Hise: 31-3, 46-7, 122-5, 130-3.  
—, "One Solution of the Fuel Problem," Sci. Am., 115:241.  
—, "Burn Ashes and Use Daylight," Sci. Am., 118:82.  
—, "What One Concern Did to Conserve Fuel," Sci. Am., 118:359.  
—, "To Save Coal by Using Daylight," Lit. Dig., 56:14.

#### 3. The relation of producers of staple necessities, upon which general production depends, to the producing and consuming public, as illustrated in recent strikes and the reaction to them.

Allen, H. J.: "Let the People Freeze," Ind., 101:385-6.  
McConnell, G. W.: "We Demand" (II), *World's Work*, 32:85-96.  
Trigg, F. C.: "Kansas Gets Coal," Outl., 123:498.  
U. S. M. W. of A.: "The Case of the Bituminous Coal Mine Workers of America," 1920.  
Whitcomb, E. O.: "Governor Allen's Solution," Rev. of Rev., 61:292-4.

—, "Fuel Facts," 17.  
—, "Public Responsibility in the Coal Problem" (diag.), *World's Work*, 39:223-4.  
—, "They Dug Trenches in France and Coal in Kansas," Lit. Dig., 63:44-7.  
—, "Coal Strike," Ind., 100:86-9.  
—, "Who Won the Coal Strike?" Lit. Dig., 63:11-13.  
—, "Colorado's Republic of Labor," Lit. Dig., 51:890-1.  
—, "What the Soft Coal Miners Want," Lit. Dig., 63:16.  
—, "Irrepressible Conflict in Industry," Lit. Dig., 63:11-14.  
—, "Mr. Rockefeller and the Colorado Miners," Outl., 111:317-19.

### IV. Political Questions

#### 1. Government control of production and transportation, as illustrated in the policy with regard to coal mines.

##### a. The dependency of the public on coal production.

Dymont, Colin: "The Coal Situation," Rev. of Rev., 57:522.  
Van Hise: 34-5.  
Vorse, M. H.: "When New York Stopped Living," Ind., 93:182.  
—, "Vacuity as a Basis," Lit. Dig., 53:605-6.  
—, "Draft Exemption for Coal Miners," Lit. Dig., 58:16.  
—, "Bringing Coal Within Reach," Lit. Dig., 55:Sept. 1, 1917.  
—, "Our Heatless Holidays," Lit. Dig., 56:5-7.  
—, "Facts About the Coal Problem," *World's Work*, 35:272-5.  
—, "The Coal Operators' Case," Rev. of Rev., 57:290.  
—, "Government Control in Industrial Heating Systems," *Saving Steam*, Eng. Bulletin 6, U. S. Fuel Adm., 1919.  
—, "Fuel Facts": 14-17, 20-21, 22-3, 36-51, 55-59 (powers of fuel administration).

##### b. Should society control, perhaps own, the land which yields a commodity so necessary to public welfare? (The whole socialistic theory is involved. Explain the communistic method of property holding as practiced by primitive peoples, then private property ownership as now practiced in civilized countries. Then explain Marxian socialism, with its belief in the social ownership of the great land resources and the tools of production. Show how Marxian (conventional, orthodox) socialism would affect the coal industry. Compare coal production under private ownership with coal production under the Russian soviet government. Explanation?)

Balfour Browne, J. M.: "Nationalization," 19th Cent., 85:1088-97 (advanced).  
Hamilton: 366-9 and 372-75 (article numbers).  
Hulbert, W. D.: "What Is Really Going on in Alaska," Outl., 100:133-8, 99:951-62.  
Lathrop, J. E., and Turner, G. K.: "Billions of Treasure," *McClure's*, 34:339-54.  
Marriott, J. A. R.: "Nationalizers and the Nation," 19th Cent., 86:160-71 (quite theoretical, for teachers).  
Middleton, James: "The New West," *World's Work*, 31:669-77.  
Towne: "Social Problems," 321-4, 325 (gas).  
Van Hise: 35-46, 96-102.  
—, "Britain's Coal Crisis," Lit. Dig., 62:20-21.  
—, "Our Coal Supply Today," Rev. of Rev., 41:201-3.  
—, "The Cost of Coal Analyzed," Lit. Dig., 56:19.

Carrington Weems: "The Fate of Alaska," *World's Work*, 23: 422-30.

—, "The Coal Monopoly and the Supreme Court," *Outl.*, 102: 881-3.

- c. The coal fields were bought up by capital before people thought much about social ownership. At present the water-power of the nation is not all owned by private capital. Should the Government retain its water-power and thus insure social use of that power? What has been done in this direction?

Ballinger, R. A.: "Water-power Sites on the Public Domain," *Rev. of Rev.*, 41: 47-8.

Barr, G. W.: "Water-power for the Million," *Ind.*, 74: 427-9 (map).

Cooper, Hugh L.: "Forty Million Horse-power Wasted," *Sci. Am.*, 115: 498-9.

Keys, C. M.: "Ten Years of Industrial America," *World's Work*, 21: 13885-8.

Lane, F. K.: "Economic Preparedness," *Sci. Am.*, 114: 237, 258.

Marshall: 96-102.

Middleton, James: "A New West," *World's Work*, 31: 677-80.

Pressey, H. A.: "Water-powers of the South," *Rev. of Rev.*, 41: 74-6.

Towne: 316-7.

Van Hise: 123-63.

Young: "The New American Government," etc., 268-70 (advanced).

—, "Exploring a River Bottom From the Under Side," *Sci. Am.*, 115: 530.

—, "Our Coal Supply Today," *Rev. of Rev.*, 41: 202-4.

—, "The Government Becomes a Landlord," *Tech. World*, 19: 550-2.

—, "New York's Conservation of Water Resources," *Rev. of Rev.*, 41: 76-88.

## V. Social Aspect

The lives of miners and their families.

Cooke, A. O.: "A Visit to a Coal Mine."

Harris, L.: "One Day in a Coal Mine," *Ind.*, 101: 95-6.

Husband, Joseph: "A Year in a Coal Mine," *Atl. Mo.*, 106: 577-91.

Husband, Joseph: "Fire in the Mines," *Atl. Mo.*, 106: 754-68.

Husband, Joseph: "The Tragedy of the Mine," *Atl. Mo.*, 107: 100-07.

(Three very interesting articles.)

McConnell, G. W.: "We Demand" (I), *World's Work*, 31: 645-51; (II) 32: 85-96.

Stove, S. Beecher: "To the Rescue," *Outl.*, 93: 96-103.

Tappan, Eva M.: "Diggers in the Earth," 1-11.

Wyatt, Edith: "Heroes of the Cherry Mine," *McClure's*, 34: 473-92.

—, "Letters From a Miner's Wife," *New Republic*, 21: 117-9.

—, "Down to Facts in the Coal Fight," *Lit. Dig.*, 63: 16-17.

—, "High Prices Not So High for the Miner," *Lit. Dig.*, 63: 69-74.

—, "Higher Coal Wages and H. C. L.," *Lit. Dig.*, 65: 29-30.

—, "The Detection of Fire-Damp in Coal Mines," *Rev. of Rev.*, 43: 372-3.

—, "A Day in a Coal Mine," *Outl.*, 99: 633-5.

—, "A Day in a Colliery," *Outl.*, 97: 630-2.

—, "The Cost of Coal in Human Life," *Outl.*, 93: 297-8.

—, "Making Fire-Damp Toot a Warning," *Lit. Dig.*, 47: 1211.

—, "The Telephone in a Mine," *Lit. Dig.*, 52: 278-9.

## IX. PETROLEUM

### I. Introduction

What makes motoring, on land or water, a possibility? The same substance in somewhat different forms cleans our clothes, runs our battleships, perfumes our cold cream and lights the Christmas tree. It made Rockefeller a rich man. What is this product, and whence comes it?

### BIBLIOGRAPHY

Dewey, D. R.: "National Problems." American Nation series. Harper, 1907.

Johnson and Huntley: "Principles of Oil and Gas Production." Wiley, New York, 1916. (Advanced and technical, for teachers' use.)

Lange, K. R.: "The By-Products of Coal-Gas Manufacture." D. Van Nostrand, New York, 1915.

McBeth, R. S.: "Oil, the New Monarch of Motion." N. Y. Markets Publ. Co., 1919.

Tower, W. S.: "The Story of Oil." Appleton, 1914.

Walker, G. T.: "Petroleum—Its History, Occurrence, Producing Co., 1915.

Webber, W. H. Y.: "Gas and Gas-Making." Sir I. Pitman, London, 1919.

"Fuel Facts." U. S. Fuel Administration, 1918.

### II. History and Present Production

1. Discovery and introduction of petroleum products.

Bishop and Keller: 160-2, 165.

Bogart: 283, 322, 358, 393, 402, 405-7, 408.

Clauson, J. Earl: "The Story of Gasoline," *Outing*, 61: 418-20.

Herrick: 487-8.

McBeth: 44-79 (ff to 125, special).

Peabody: 1-9.

Tower: 20-62.

Walker, G. T.: 10-5.

2. The development and history of the Standard Oil Company—a great American corporation, which may be considered a type of large-scale business organizations.

Bishop and Keller: 163-5.

Bogart: 306.

Dewey: 190, 192, 199-200.

Paxson: 310-12 and 166-8.

Tower: 82-107, 157-75.

3. New fields, uses and by-products.

a. New fields.

Mitchell, G. E.: "Billions of Barrels of Oil Locked Up in Rocks," *Nat. Geog.*, 33: 195-205.

Harger, C. M.: "The Romance of Oil Fields," *Scribner's*, 66: 617-23.

McBeth: 79-125.

Peabody: 7-9.

—, "New Oil Fields in Chile," *Sci. Am.*, 115: 460.

—, "The Dutch Rival of Standard Oil," *Lit. Dig.*, 49: 389.

Tower: 175-204.

—, "Oil and the Investor," *World's Work*, 39: 331-5.

—, "Oil From Shale," *Sat. Eve. Post*, 192: 34-7.

b. New uses and by-products.

Bishop and Keller: 164-5.

Clauson, J. E.: "The Story of Gasoline," *Outing*, 61: 420-4.

Day, D. T.: "Petroleum and Its Derivatives," *Sci. Am.*, 77: 194-5.

Keys, C. M.: "Ten Years of Industrial America," *World's Work*, 21: 13888-9.

Tower: 132-57.

Van Hise: 50-51.

Walker: 36-45.

—, "Two Notable Discoveries," *Lit. Dig.*, 50: 541.

4. The world's present supply.

a. Location.

Bishop and Keller: Maps 25-6.

Freeman, Lewis R.: "The Age of Oil," *Rev. of Rev.*, 48: 456-64.

- Johnson and Huntley: Ch. XXII, 238-51 (land structure and map showing non-oil regions. Latter part technical.)  
 "Petroleum Handbook": 18-26 (diagrams and photographs excellent).  
 Requa, M. L.: Sat. Eve. Post, 193, Aug. 29, Sept. 4, 1920.  
 Tower: 62-82.  
 Van Hise: 47, map 49.  
 Walker: 1-10.  
 —, "America's Flood of Petroleum," Lit. Dig., 45:219-20.  
 Atwood, A. W.: "Oil, the New Financial and Industrial Giant," III, Rev. of Rev., 60:153-61.  
 —, "Petroleum in Pan-America," Rev. of Rev., 43:103-5.  
 —, "The High Cost of Gasoline," Lit. Dig., 52:1274.
- b. Amount and duration of supply, methods.  
 Barnes, John K.: "Ware the Oil Broom," *World's Work*, 38:307-12.  
 Bishop and Keller: 163.  
 Geyer, O. R.: "Fighting Fires in the Oil Fields," Sci. Am. Sup., 83:20-1.  
 Lane, F. K.: "Our National Resources," Sci. Am., 114:237.  
 Tappan: "Diggers in the Earth," 84-98.  
 Van Hise: 47-9, Table 51.  
 "Fuel Facts": 52-3.  
 —, "How Long the Oil Will Last," Sci. Am., 117:409ff, diagr.  
 —, "Petroleum Handbook": 79-108.  
 McBeth: 164-83.  
 Tower: 204-23.
- c. Control.  
 Bogart: 456.  
 Requa, M. L.: "The Petroleum Problem":  
 a) Sat. Eve. Post, Oct. 30, 1920, 18ff (of the world).  
 b) Sat. Eve. Post, Sept. 4, 1920, 30ff (of the United States).  
 c) Sat. Eve. Post, Aug. 28, 1920, Fundamentals of the Petroleum Problem.  
 Semple: 362, 365.  
 "Battles in the Oil Fields," Lit. Dig., 44:12.  
 "Persian Oil for the British Navy," Ind., 78:478.
- ### III. Economic Problems
1. Supply and price. How monopoly conditions may interfere with the control of price by supply and demand. (See references above to Standard Oil Co.) Under free competition, price depends upon supply and demand, but price may be artificially affected by monopolistic control.  
 Johnson & Huntley: Ch. XIX, 196-8; Ch. XXIII, 348-53 (Markets).  
 Thomas, D. H.: "America's Losses Through Waste and Mismanagement of Resources," Rev. of Rev., 53:214-5.  
 Woehlke, Walter V.: "Petroleum and the Placer Claim," Outl., 96:951-60.  
 —, "Oil Lands Withdrawn," Outlook, 93:796.  
 —, "Report of Federal Trade Commission," cit.: 1-27.
2. The interrelation of industries. How the petroleum supply affects—  
 a. Farming.  
 Rose, P. S.: "Gasoline and Oil Power on the Farm," Sci. Am., 108:120.  
 Walsh, G. E.: "Farming With Automobiles," Rev. of Rev., 43:62-7.  
 Waters: 449-55.  
 Rose, P. S.: "Economics of the Farm Tractor," Sci. Am., 108:114-5.  
 —, "Gasoline Storage on Farms and Motor and Horse-drawn Tile-Ditching Machines," Sci. Am., 118:193.  
 —, "The Motor-Driven Commercial Vehicle," Sci. Am., 115:374-5.
- b. Transportation.  
 Hamilton, H. K.: "Mechanical Percherons," Tech. World, 23:340-2.  
 Page, V. W.: "The Motor-Drawn Commercial Vehicle," Sci. Am., 114:106-7.  
 Peabody: 16-8.  
 —, "Fuel for Aircraft," Sci. Am. Sup., 77:83.  
 —, "Fuel Oil on Railroads," Sci. Am. Sup., 79:203.  
 —, "Fuel Oil in the Navy," Sci. Am. Sup., 79:218.  
 —, "The Army and the Motor Truck," Rev. of Rev., 54:112-3.
- c. Dyes and synthetic chemistry generally.  
 Person, C. W.: "Learning Germany's Chemical Secrets," Tech. Wld., 23:302-4.  
 —, "Research and Progress in American Manufacture," Sci. Am. Sup., Nov. 20, 1915, 334-5.  
 —, "The Discoveries of Rittman and Snelling," Lit. Dig., 50:801-2.  
 —, "To Fight the Waste of Gasoline," Lit. Dig., 55:23.  
 —, "Two Notable Discoveries," Lit. Dig., 50:541.
- d. Economical production and the integration of industries.  
 Garfield, H. A.: "The Fuel Question," Sci. Am., 118:307-8.  
 Peabody: 9-14.  
 Walker: 16-26.  
 —, "A Way to Enormous Coal Economies," Sci. Am., 118:135, 139.  
 —, "Our War-Time Barrel of Oil," Sci. Am., 118:541ff.  
 —, "Petroleum Handbook," Ch. VI, Marketing Petroleum Products; Ch. VIII, Economic Utilization; map, 189.  
 —, "Storing Gasoline in Closed Tanks," Sci. Am., 118:24.
- ### IV. Political Problems
1. Control of producing areas by political powers. The United States, Mexico, Great Britain, etc.  
 Brooks, Sydney: "Great Britain, the Empire, and Oil," 19th Century, 84:689-701.  
 Freeman, L. R.: "The Age of Oil," Rev. of Rev., 48:454-9.  
 MacAdam: "German Intrigue in Mexico," *World's Work*, 36:495-500, map.  
 Marcossou, I. T.: "Our Financial Stake in Mexico," *Collier's*, 57:24.  
 —, "What Is to Become of Our Reservoir of Oil?" Outlook, 118:402-4.  
 —, "Germany Ousting Standard Oil," Lit. Dig., 45:950-2.  
 —, "Petroleum and Its Derivatives," cit 194-5.  
 —, "Oil and Ideals in Latin Lands," Lit. Dig., 47:1098-1100.  
 —, "Limitations of Our Supply of Petroleum. Mexican Oil Problem," Nation, 107:388-9.
2. The future probable dependence of the United States Navy on British petrol. The League of Nations and this situation. Fundamentals of the petroleum problem.  
 Chamberlain, J. P.: "Mexican Oil Question," Nation, 108:630-2.  
 Chamberlain, J. P.: "Mexican Oil Situation," Nation, 108:669.  
 Cone, H. I.: "The Use of Fuels in the U. S. Navy," Sci. Am., 74:207.  
 Bekker, L. J. De: "Mexico's Future," Nation, 109:395-6.  
 —, "Mexican Oil Fields," Chemical Age, Jan. 10, 1920.

- , "New British Oil," *Sci. Am. Sup.*, 85:357.  
 —, "Nitro-glycerine and the Oil Industry," *Sci. Am.*, 121:163.  
 —, "Oil and Intervention in Mexico," *Nation*, 108:538-9.  
 Jenks: J. E.: "The Fight for Naval Fuel," *Sci. Am.*, 15:61.  
 Requa, M. L.: "Fundamentals of the Petroleum Problem," *Sat. Eve. Post*, Aug. 27, 1920; also Sept. 4, and Oct. 30.  
 —, "The Future of Oil for Marine Propulsion," *Sci. Am.*, 115:128.  
 —, "The Nation and Its Oil Reserves," *Sci. Am.*, 115:568.

### 3. Government control of corporations acting in restraint of trade. Standard Oil and the Sherman Law. The Supreme Court stands for—

- a. Social control of business. b. But control only when business is run in such a way as to interfere with legitimate rights, common sense and a fair deal to all.  
 Carter, C. F.: "An Effective United States," *World's Work*, 31:57-62.  
 Dewey: 199-200.  
 Hart: "Actual Government," 484-6.  
 Lane, F. K.: "The Nation's Pride," *Nat. Geog.*, 28:598-9.  
 Paxson: 330-1.  
 Van Hise: 51-3.  
 —, "The Standard Oil Decision: An Interpretation," *Outl.*, 98:141-2.  
 —, "Theodore Roosevelt, the Standard Oil Decision and After," *Outl.*, 98:239-40.

## X. GOLD, SILVER AND COPPER

### I. Introduction

The money metals and the money question—a vital question for every one. The metals of beauty—the metals of Cellini and Ghiberti—and of value—bear, also, a close relation to the cost of living. Copper is invaluable in the arts and sciences, in industry and in war.

#### BIBLIOGRAPHY

- Ge, Geo. E.: "The Goldsmith's Handbook," 8th ed. London. (Terms, methods.) Cese, Lockwood & Son, 1913.  
 Harrison, H. B.: "Gold Production and Future Prices," N. Y. Bankers' Pub. Co., 1916.  
 Meade, E. S.: "The Story of Gold." Appleton, 1908.  
 Picard, Hugh K.: "Copper From the Ore to the Metal." London. Sir I. Pittman & Sons, 1916.

### II. The Earth's Supply

#### 1. Deposits, especially those in the United States.

- Bogart: 7.  
 Meade: 9-23.  
 Picard: 1-9.  
 —, "The Gold Supply of the Warring Nations," *Lit. Dig.*, 50:666-8.  
 —, "The Stocks of Gold Money That the World's Chief Nations Now Have," *Lit. Dig.*, 50:46-7.  
 —, "Is There a Mountain of Gold?" *Lit. Dig.*, 44:66-7.

#### 2. Successive sources of supply.

- Allen: 185-91, 201-4, 6, 7.  
 Bishop and Keller: 173-4, 178-9, 182-6.  
 Bogart: 159, 167-70, 206, 222-3, 238, 283-4, 307-29, 352, 393-4.  
 Dewey: 18.  
 DuPuy, W. A.: "The Gold of the World," *Outlook*, 111:96-7.  
 Penrose, Jr., R. A. F.: "History of Gold Mining in the United States," *Pop. Sci. Mo.*, 80:174-90.

#### 3. The variation in supply. Sources of gain and loss.

- Bishop and Keller: (Processes) 176-9.  
 Bogart: 455.  
 Brace: 41-6.  
 Meade: 31-40 (methods of extraction).

- Penrose: *Pop. Sci. Mo.*, 80:182-3.  
 Tappan: 39-48, 48-57, 65-76 (methods of extraction).  
 Van Hise: 88-9, 98-102.  
*World's Almanac*.  
 —, "Silver at Its Highest Price Since 1890," *Lit. Dig.*, 55:75-8.  
 —, "As Silver Goes on Rising," *Nation*, 105:353-4.

#### 4. The present available supply and production.

- Brace: 46-56.  
 Keys, C. M.: "Ten Years of Industrial America," *World's Work*, 21:13896.  
 Meade: 150-85.  
 Penrose: 186-91.  
 Picard: 9-33, 115-27.  
 Stratton, G. H.: "A Mining Camp Without a Peer," *Sci. Am. Sup.*, 80:241ff.  
 Thomas, D. H.: "America's Losses Through Waste and Mismanagement of Resources," *Rev. of Rev.*, 53:214-5.  
 —, "Gold Production in This Country," *Lit. Dig.*, 52:1123.  
 —, "The Output of Gold," *Ind.*, 74:1, 118.  
 —, "The Master Cause of High Prices," *Ind.*, 74:11, 1434-5.  
 —, "Vast Profits for the Mines," *Rev. of Rev.*, 53:535.  
 —, "The Copper Outlook," *Lit. Dig.*, 53:587-8 (most important).  
 —, "Our Metal After Steel," *Lit. Dig.*, 56-61.

### III. Uses

#### 1. As money.

- Adams: *Comm. Geog.*, 34-5.  
 Bishop & Keller: 222.  
 Herrick: 7-8, 47, 53, 64, 83, 127, 146, 287, 312.  
 Magruder: 42, 79-80, 146ff.  
 Burch and Nearing: 123-4.

#### 2. In the arts and sciences.

- Allen: 204.  
 Bishop and Keller: 181.  
 Brace: 86-93.  
 Van Hise: 91, 93-4.  
 —, "The Use of Metals 6000 Years Ago," *Sci. Am.*, 103:382.  
 —, "Our Most Important Metal After Steel," *Lit. Dig.*, 56:61.  
 —, "Metal Famine in Germany," *Lit. Dig.*, 50:39.  
 —, "Munition Metals," *Sci. Am. Sup.*, 80:262.

### IV. Economic Aspects

#### 1. Development of the idea of money—mediums of exchange.

- Burch and Nearing: 9, 223-6.  
 "Standard Ancient History Texts."

#### 2. What modern metal and paper money is.

- Allen: 205.  
 Bishop and Keller: 181.  
 Bogart: 218, 221-4, 338-9, 346-8.  
 Burch and Nearing: 225-6.  
 3. The metallic standard question.  
 Bogart: 343-52.  
 DuPuy, W. D.: *Outlook*, 111:96ff.  
 Paxson: 225-40.  
 —, "Silver in the New Era," 19th Cent., 87:958-73.  
 Dewey: 252-76 (difficult).  
 Fish: 476-81.  
 —, "The Gold Question," *Outl.*, 120:233.  
 —, "Bi-metallism Again," *Rev. of Rev.*, 53:624.  
 —, "A Stable Dollar," *Ind.*, 74, 1:1433-5.

#### 4. Exchange and the gold supply.

- Conant, C. A.: "The Return to Hard Money," *Century*, 86:439-56.  
 Cross, J. W.: "The Financial Situation," 19th Cent., 73:493-9.  
 DuPuy, W. A.: *Outl.*, 111:92ff.

Talk, O. T.: "Will London Be a Free Market for Gold After the War?" 19th Century, 146:15.  
 Van Wagenen, T. F.: "International Coinage," Pop. Sci., 76:287-92.

—, "The Decline of the Mark," Lit. Dig., 52:228-9.

—, "Melting Foreign Gold," Lit. Dig., 53:1247.

—, "Too Much Gold," Lit. Dig., 53:1316.

—, "Why Our Gold Goes to Europe," Lit. Dig., 49:3-4.

5. Prices and the gold supply. Show how gold, which is a common measure of values, must go down in value when there is much of it and rise when it becomes scarce. Then show the effect on prices of an increased and decreased gold supply. Illustrate from recent conditions.

Brace: 139-45.

Brown, S.: "The Cost of Living," Ind., 68:610.

Clark, W. E.: "Why Should the Cost of Living Increase?" Rev. of Rev., 41:189-90.

DuPuy, W. A.: Outl., 111:97-8.

Mead, F. S.: "Gold Production and Investments," Atlantic Mo., 106:64-8.

Ussher, L.: "A New Standard Price for Gold," 19th Cent., 84:635-41 (advanced).

—, "What Excessive Production of Gold Leads To," Lit. Dig., 44:908-10.

—, "Gold and Food and Bonds," World's Work, 34:131.

—, "A Stable Dollar," Ind., 73, I:733-4.

—, "The Passing of Money," Ind., 95:141.

Fisher, Irving: "Plans for the Gold Dollar," L. D., 45:758-9.

## Comment upon Committee's Report

### NOTE

I have not been able to give adequate and proper attention to the scheme of study proposed by this Committee for the grades below the High School. Even if I had had the time and opportunity, I doubt very much my fitness to pass upon the problems involved, or at least to speak at all authoritatively and with assurance. This is so because for many years my interests and studies have been in the field of advanced University work and I have not tried to obtain anything like expert acquaintance with school work, especially in the first eight or nine grades. I have acquiesced in this report as far as work for the grades is concerned, not from knowledge, but from faith in the knowledge and expert guidance of others. In making this disclaimer of responsibility, I am not, however, intending in the least degree to reflect upon the conclusions of the rest of the Committee. I simply do not desire to pretend to knowledge that I do not possess, or to have made investigations and studies that I have not made.

On the general scheme of study for the high school I think I am more entitled to have a decided opinion and I feel fairly confident that the plan presented by the Committee meets the desires of the thoughtful and progressive high school teachers of the country. I hope to be able in a later number of the HISTORICAL OUTLOOK to explain briefly the relationship of this report to the reports of other Committees of the American Historical Association, of which I have been a member, at least, to explain the relationships and historical development as they appear to me.

A. C. McLAUGHLIN.

### NOTE TO NINTH GRADE STUDY OF AMERICAN INDUSTRIES

The syllabus as here submitted impresses me as too comprehensive in character, with a tendency to over-emphasize the purely informational side. In my judgment, it would be entirely in harmony with the brief statement of the work for this year, which was set forth in the tentative program of the committee (p. 91 of the HISTORICAL OUTLOOK for March, 1921), to confine the survey of industries to not more than four of the ten covered in the syllabus (the selection to depend upon the locality), and make these serve as a medium for emphasizing our national and community activities. The industries selected would serve rather as types of the economic activities of the American people and would illustrate the close relations between our political, social and economic life, instead of attempting as here to portray that life in such detail.

DANIEL C. KNOWLTON.

KENSINGTON, MD., Dec. 30, 1920.

### EDITOR THE HISTORICAL OUTLOOK:—

I am sorry that the lateness of the hour made impossible discussion of Dr. Knowlton's summary of the proposed course in 19th Century History for Grade X and Miss Tuell's questions in regard to that course.

I was struck with what seemed a contradiction between Professor Johnson's statement that "history for history's sake was, as far as possible, the point of view of the Committee," and Dr. Knowlton's proposed study of the 19th Century (and after) as "The Growth of Democracy." It seems to me the two are contradictory if not incompatible. I would be sorry to see this Committee of the American Historical Association put out a course of study in history from any other than the historical point of view emphasized by Professor Johnson.

"How it really was," is one way it has been well put. Any departure from that point of view in history teaching is too dangerous to be seriously considered. It would be most unfortunate to give opportunity for the accusation that history was to become propaganda. Some of the men still in active service in the schools can tell of very common danger of religious dissension, even propaganda arising from history teaching in American schools.

In some of our cities and states today the teaching of recent or current history, chiefly as the "Growth of Democracy," would precipitate violent capital and labor discussions with the possibility of most unfortunate interference in our schools a teaching by outside organizations. Perhaps this contradiction is more apparent than real, and I am sure it was not intended. I am sure that it is not necessary to resort to even an indirect propaganda for the cause of good citizenship, or any other cause.

We should continue to teach history *as history*, to try to recreate some appreciation of the past, including its *points of view* as well as its problems.

Very sincerely yours,  
 EDMUND S. NOYES,  
 Central High School,  
 Washington, D. C.

MARCH 17, 1921.

### EDITOR, THE HISTORICAL OUTLOOK:

Doctor Samuel B. Harding is to be commended for his dissent from the recommendations of the Committee on History and Education for Citizenship, as expressed in his brief note in the March number of THE HISTORICAL OUTLOOK.

The proposed course of study in history for the first six grades marks a distinct retrogression from the standards established by the Report of the Committee of Eight.

To Dr. Harding's criticisms, with all of which I am in hearty accord, as well as with his constructive suggestions, I would add the following:

Not only does the proposed course devote too much time to the survey of American history in the third, fourth and fifth years, but it places before the teachers of third-year children a problem impossible of proper solution. Prof. Henry Johnson anticipates this criticism in part when he says: "Here the objection will at once be raised that children in the third grade have not had the geography needed to make Europe or Europeans mean anything. The answer is that, with the aid of a globe and a Mercator map of the world, all that is necessary for the purpose can be taught, for it has been taught in a single lesson."

In their anxiety to accommodate the new course to the deplorable fact that we are a nation of sixth graders, the committee has fallen into the oft-repeated error of believing that the mere parrot-like ability of children to absorb and give back facts totally unrelated to their experience or interest is in itself sufficient justification for teaching such facts.

The best modern courses of study in geography do not provide for the beginning of map reading before the latter part of the fourth year. Children may not properly be expected to interpret maps with any degree of accuracy before the fifth year. The suggestion that both the globe and the map of the world on the Mercator projection be introduced to third-grade children at the same time is the height of pedagogical absurdity.

This portion, at least, of the recommendations of the Committee savors too much of the conclusions of a group of specialists, separated in experience, interest and understanding from the children who are to be taught and from the teachers who are to teach them.

Too long have courses of study been fostering the organization of the material of instruction in the earlier years of the elementary course into distinct sub-divisions, each one labelled as History, Geography, etc. There is a common body of knowledge resulting from the organized experience of the race which is the child's rightful heritage. Eventually this fact will be recognized, even by the makers of courses of study.

IRVING H. HART,  
Director of Extension.

Iowa State Teachers' College,  
Cedar Falls, Iowa.

## Periodical Literature

BY GERTRUDE BRAMLETTE RICHARDS, PH.D.

In discussing "Moral Factors in Our Japanese Policy" (*Asia for March*), Mr. J. O. P. Bland says: "The effects of the War have undoubtedly produced a wave of restlessness in discipline and incivility amongst the town-bred laboring classes. . . . While there is as yet no sign of any effective organization on the part of labor, it is undoubtedly true that industry has produced and is producing a type of workman very different to those of old Japan . . . sordid commercialism has led to spiritual decay . . . gone are the old restraints of samurai tradition . . . the old virtues of courtesy, dignity and self-control."

In the January *Nineteenth Century* appears an article on "The House of Commons of Today," by Lieut.-Colonel Gerald B. Hurst, K.C., M.P., in which he says: "The House of Commons, except for the delay enjoined by the Parliament Act, which, indeed, merely gives the House of Commons an excuse for retaining power without appealing to the people is now absolutely supreme, the power of the House of Lords having shrunk to the power of delaying legislation for two years. . . . The House of Commons . . . has eaten up and destroyed all competitors and be-

come the sole depository of political power under the Constitution and yet, instead of earning the respect which one might imagine would belong to such absolutism, it is suffering from a want of confidence such as never before has been attached to it in its history."

The author explains the cause of this by a reference to Chapter XIII of Disraeli's *Conningsby*, where the depository of power is declared to be always unpopular, all people combining to resist it.

Herbert Adams Gibbons has an article on "The Internal Whirlpool. A Complete Reversal for President Harding," in the March *Century*, which is worth a careful reading, though, doubtless, no one will accept the conclusions presented *in toto*. According to Mr. Gibbons, no one thing done by the present administration can be continued by the incoming one; Mr. Harding's first task will be to end the state of war with Germany and Austria and to resume diplomatic relations with Turkey; then he must maintain intact the Monroe Doctrine and the traditional policy of George Washington: he must end the policy of dealing with Mexico through unofficial envoys appointed by and responsible to the Senate; he must pay attention to South American trade; and he must formulate a policy of watchfulness toward Japan. "The greatest privilege of President Harding," he concludes, "is his opportunity to make us what we ardently talked about during the War, but never were, 100 per cent. Americans."

In discussing "Religion in England after the War," in the January *Yale Review*, W. F. Inge pays much attention to the general social conditions, which, he says, are debased by the newly-rich reckless spendthrifts and by the unpatriotic workmen, who demand maximum pay for minimum work. Parliament, elected in a paroxysm of greed and vindictiveness, is, he says, quite unable to handle the situation, the House of Commons being on a distressingly low level, intellectually and morally, while "the economic sequelae of the War are perplexing and astonishing, financially. Anyone visiting this country would suppose we had come into a vast fortune instead of having lost one. There is every appearance of abundant and widely diffused prosperity. The ruined classes have retired out of sight—they have no friends and no hope; the new rich are flaunting their gains and the workmen, who were meditating revolutionary schemes when the war broke out, find themselves in a position to hold a pistol at the head of society and to make constantly increasing demands, which the government, destitute of all moral authority and in terror of revolution, concedes as soon as they are made. Democracy is at an end in England; we are at the mercy of predatory gangs, who dictate terms to the government and then tear them up, sending in fresh requisitions."

### Committee on History and Education for Citizenship

*Syllabus for European History* in Tenth Grade will appear in THE HISTORICAL OUTLOOK for May, 1921.

*Syllabus for United States History* in Eleventh Grade will appear in the June issue.

Order extra copies in advance

## A National Council for the Social Studies

The emotional interest in Americanization and training for citizenship has about run its course. Thoughtful people have taken stock of the movement and concluded that there is little difference between education and training for citizenship. They realized that the work of the school system, including the institutions of higher learning, may be made more useful than heretofore; and that the efforts at education which were inaugurated during the war revealed weaknesses which we are not quite able to correct. They are ready to settle down to a careful examination of our educational machinery with a view to its constructive reorganization.

One of the lessons that we seem to have learned is the fact that the pursuit of the social studies needs a good deal more attention than it has heretofore received. But it is not certain that all have learned that the social studies constitute a group of subjects which must be viewed as a group and not as separate disciplines, wholly independent of each other. There still remains a tendency among the historians, economists, political scientists and sociologists to work too independently of each other. Although the school program is already full, representatives of these fields of university scholarship are insisting on separate recognition in it. The fact is not clear enough that those who wish to improve the work in the social studies must ask the school administrators how much time may properly be granted to them as a group, and then prepare in coöperation to use this allotment of time as fully and usefully as possible.

A study of the situation made during the year 1920 revealed, however, that the most progressive workers in all of the fields commonly referred to by those who use the term social studies are ready to meet their colleagues on equal terms and seek a solution of the educational problems, which may rightly be said to belong to the training of the rising citizen through a study of our political, economic and social organization with the historical evolution of this organization. There is no doubt that the time is ripe for a national association with a view to effecting such coöperation.

A number of teachers on the Pacific coast, under the leadership of Miss Olive Thompson and Mr. R. L. Ashley, recently considered the organization of the teachers of the social studies for the purpose of establishing a journal and the propagation of sound principles in this field. But the projected journal was given up because of financial difficulties and because it became evident that the *HISTORICAL OUTLOOK* was already available for the publication of such discussions as could be provided. With the abandonment of the plan for a journal, the movement halted.

At Teachers College, Mr. E. U. Rugg and Professor J. M. Gambrill recently called a conference to discuss the desirability of organizing a council in coöperation with the meetings of the Department of Superintendence of the National Education Association. The outcome of this conference, and of an inquiry sent out by Mr. Rugg, was the calling of a meeting of those interested in the matter at Atlantic City on March 3, 1921, during the recent meetings of the Department of Superintendence. At this meeting a temporary organization was effected. Professor A. E. McKinley, Editor of the *HISTORICAL OUTLOOK*, was selected as

President; Professor R. M. Tryon, of the University of Chicago, Vice-President; Professor Edgar Dawson, of Hunter College, Secretary-Treasurer; and Mr. E. U. Rugg, of Teachers College, Assistant Secretary. In the temporary constitution, adopted at that meeting, the name "National Council of Teachers of the Social Studies" was adopted, and the purpose of the organization was stated as follows: "To bring about the association and coöperation of teachers of social studies (history, government, economics, sociology, etc.), and of administrators, supervisors, teachers of education and others interested in obtaining the maximum results in education for citizenship through social studies."

This meeting and temporary organization had in mind only the preparations which must be made during the next year for a more permanent institution, through which all persons who are really working in the field of the social studies may find coöperation convenient. The officers were elected for a year, and the constitution was adopted for a year. The President is to appoint an Advisory Board of fifteen members, and four members are to be selected to coöperate with the officers as an Executive Committee. It will be the duty of these persons to canvass the field of the social studies; draft a constitution to be submitted to the next meeting; nominate officers; and generally to prepare the way for an organization which will be representative and capable of performing functions which need to be performed if the work of our schools and institutions of higher education is to be served most effectively.

The temporary officers hope that those who read this will consider the embryonic movement a useful one; and will wish to coöperate in it. All who are interested are invited to send their names, with the annual dues (\$1.00), to the Secretary-Treasurer, Edgar Dawson, Hunter College, New York City, as soon as convenient. The movement needs support and encouragement; it needs particularly the advice and guidance of those who wish to make the social studies useful. Those who do not wish now to become members are urged to write to the Secretary, stating their views on the desirability of the movement. Further plans for the Council will be reported in the May number of the *HISTORICAL OUTLOOK*.

## Books on History and Government Published in the United States from January 29, to February 26, 1921

LISTED BY CHARLES A. COULOMB, PH.D.

### AMERICAN HISTORY

- Bennett, Helen B., and others, Editors. Historical readings; an introduction to the study of American history. N. Y.: Rand, McNally. 440 pp. \$1.50, net.
- Bolton, Reginald P. New York City in Indian possession. N. Y.: Museum of the American Indian. Heye Foundation.
- Boyer, Charles S. The old houses in Camden, N. J. Camden, N. J.: S. Chew and Sons. Privately printed.
- California and the Japanese; a compilation of arguments advertised in newspapers by the American Committee of Justice in opposition to the Alien Land Law. Oakland, Cal.: The American Committee of Justice, 1904 Adeline St. 16 pp.

- Coy, Owen C. Guide to the county archives of California. Sacramento, Cal.: Cal. Hist. Survey Commission. 622 pp.
- Cushing, Frank H. Zuñi breadstuff. N. Y.: Museum of the American Indian. Heye Foundation. 673 pp.
- Luttig, John C. Journal of a fur-trading expedition on the Upper Missouri; 1812-1813. St. Louis: Missouri Hist. Soc. 192 pp. (15 pp. bibl.) \$6.00.
- Mace, W. H., and Bogardus, Frank S. Mace-Bogardus school history. N. Y.: Rand, McNally. 556 pp. \$1.60, net.
- Neuman, Fred G. The story of Paducah [Kentucky]. Paducah, Ky.: Young Pr. Co. 104 pp. \$1.50, net.
- Owen, William O., Editor. The medical department of the United States Army during the period of the Revolution (1776-1786). N. Y.: Paul B. Hoeber, 69 E. 59th St. 226 pp. \$3.00, net.
- Piper, Fred S. Lexington, the birthplace of American liberty; a handbook. Lexington, Mass.: Lexington Hist. Soc. 44 pp. 25 cents.
- Woofter, Thomas J., Jr. Negro migration; changes in rural organization and population of the Cotton Belt. N. Y.: W. D. Gray, 106 Seventh Ave. 195 pp. (5½ p. bibl.) \$1.50.

## ANCIENT HISTORY

- Kidd, Beresford J., Editor. Documents illustrative of the history of the Church. Vol. I to A. D. 313. N. Y.: Macmillan. 282 pp. \$3.00, net.
- Mooney, William W. Travel among the ancient Romans. Boston: Badger. 178 pp. \$2.50, net.
- Sabin, Frances E. Classical associations of places in Italy. Madison, Wis.: [Author.] 405 Henry St. 512 pp. \$5.00.

## ENGLISH HISTORY

- Adams, George B. The origin of the English constitution; enl. edition. New Haven: Yale Univ. Pr. 408 pp. \$3.50, net.
- Hammond, J. L. B., and Hammond, B. B. The town laborer; 1760-1832. N. Y.: Longmans, Green. 342 pp. (2¼ pp. bibl.) \$2.25, net.
- Hogan, James. Ireland in the European system. Vol. I. 1500-1557. N. Y.: Longmans, Green. 237 pp. \$5.00, net.
- Rees, J. F. A social and industrial history of England, 1815-1918. N. Y.: Dutton. 197 pp. (3½ pp. bibl.) \$2.00, net.
- Sarkar, Jadunath. History of Aurangzib; based on original sources. 4 vols. Vol. 1, Reign of Shah Jehan; Vol. 2, War of Succession; Vol. 3, Northern India, 1658-1681; Vol. 4, Southern India, 1646-1689. N. Y.: Longmans, Green. (17 pp. bibl.) each \$3.00, net.
- Sarkar, Jadunath. Shivaji and his times. 2d ed. rev. and enl. N. Y.: Longmans, Green. 459 pp. (10 pp. bibl.) \$3.50, net.
- Studies in Mughal India; 2d edition, with 12 new essays. N. Y.: Longmans, Green. 313 pp. \$1.75, net.
- Sayville, Marshall H. The earliest notices concerning the conquest of India by Cortés in 1519. N. Y.: Museum of the American Indian. Heye Foundation. 54 pp.
- The goldsmith's art in ancient Mexico. N. Y.: Museum of the American Indian. Heye Foundation. 264 pp.

## EUROPEAN HISTORY

- Dubnow, Semen M. History of the Jews in Russia and Poland from the earliest times to the present day. Vol. 3. From the accession of Nicholas II to the present day. Phila.: Jewish Pub. Soc. of America. 411 pp. (30½ pp. bibl.) \$2.50.
- Durham, M. Edith. Twenty years of Balkan tangle. N. Y.: Putnam. 293 pp. \$3.75, net.
- Heifetz, Elias. The slaughter of the Jews in Ukraina in 1919. N. Y.: Seltzer. 408 pp. \$2.00, net.
- International Conciliation. The communist party in Russia and its relations to the third international and to the Russian soviets. Part I. N. Y.: Am. Assn. for Internat. Conciliation, 407 W. 117th St. 53 pp.

- Lockitt, Charles H. The relations of French and English society, 1763-1793. N. Y.: Longmans, Green. 135 pp. (7 pp. bibl.) \$2.50, net.
- Smith, Preserved. The age of the reformation. N. Y.: Holt. 861 pp. (66 pp. bibl.) \$6.00, net.
- Wells, H. G. Russia in the shadows. N. Y.: Doran. 179 pp. \$1.50, net.

## THE WORLD WAR AND RECONSTRUCTION

- Ames, Fisher, Jr. American Red Cross work among the French people. N. Y.: Macmillan. 178 pp. \$2.00, net.
- Gleaves, Albert. A history of the [U. S.] transport service [in the world war]. N. Y.: Doran. 284 pp. \$6.00, net.
- Guernsey, Irwin S., Compiler. A reference history of the world war. N. Y.: Dodd, Mead. 392 pp. (2¼ pp. bibl.) \$6.00, net.
- Hansen, Marcus L. Welfare campaigns in Iowa. Iowa City, Ia.: State Hist. Soc. 320 pp. (41 pp. notes and bibl.) \$2.00, net.
- Herr, Charles R. Company F history, 319th Infantry. Somerville, N. Y.: Unionist Gazette Assn. 103 pp. \$3.50.
- Hurd, Archibald. A merchant fleet at war. N. Y.: Cunard Steamship Co. 139 pp. \$3.00, net.
- Jellicoe, J. R., Viscount. The crisis of the naval war. N. Y.: Doran. 331 pp. \$7.50, net.
- Still, John. A prisoner in Turkey. N. Y.: John Lane. 250 pp.
- U. S. General Staff, War Plans Division, Historical Branch. Economic mobilization of the United States for the war of 1917. [HISTORICAL OUTLOOK, War Reprints No. 9]. Phila.: McKinley Pub. Co., 1621 Ranstead St. 16 pp. 20 cents, net.
- Y. M. C. A., Natl. War Work Council. Summary of world war work of the American Y. M. C. A. N. Y.: Y. M. C. A., 347 Madison Ave. 239 pp. privately printed.

## MEDIEVAL HISTORY

- Bishop, Mildred C., and Robinson, E. K. Practical map exercises in medieval and modern European history. Boston: Ginn & Co. 32 pp. 56 cents, net.
- Davis, W. S., and McKendrick, N. S. A history of medieval and modern Europe for secondary schools. Rev. ed. Boston: Houghton Mifflin. 560 pp. (6 pp. bibl.) \$2.00, net.
- Guérard, Albert L. French civilization from its origins to the close of the Middle Ages. Boston: Houghton Mifflin. 328 pp. (2 pp. bibl.) \$5.00, net.
- Thatcher, O. J., and McNeal, E. H. Europe in the Middle Age. N. Y.: Scribner. 547 pp. (6 pp. bibl.) \$3.00, net.

## MISCELLANEOUS

- Cambridge Public Library, compiler. List of books in the Cambridge Pub. Lib. relating to the Pilgrim Fathers and the early settlement of Plymouth, Mass. Cambridge, Mass.: Cambridge Pub. Lib. 16 pp.
- Ditchett, S. H. Historic costumes; their influence on modern fashions. N. Y.: The Drygoods Economist. 20 pp. 50 cents.
- Fox, Dixon R. Harper's atlas of American history. N. Y.: Harper. 181 pp. \$2.75, net.
- Graves, Joseph W. The renaissance of Korea. Phila.: Jaisohn & Co., 1524 Chestnut St. 74 pp. \$1.35.
- Keigwin, Albert E. Return of the Pilgrim fathers; an historical pageant. N. Y.: Bd. of Home Missions of the Presbyterian Church in the U. S. A. 24 pp. 25 cents.
- Mahoney, John J. Training teachers for Americanization. A course of study. Wash., D. C.: Gov. Pr. Off., Supt. of Docs. 62 pp. (9 pp. bibl.) 10 cents.
- Takenob, Y. The Japan Yearbook (1920-1921). N. Y.: Dixie Business Bk. Shop, 41 Liberty St. 810 pp. (7 pp. bibl.) \$7.00.
- University of Texas. The Texas history teachers' bulletin. Austin, Tex.: Univ. of Texas. 50 pp.

## BIOGRAPHY

- Lee, Ida. Captain Bligh's second voyage to the South Sea, 1791-1793. N. Y.: Longmans, Green. 290 pp. \$4.25, net.
- Menzies, Lucy. Saint Columba of Iona; a study of his life, his times and his influence. N. Y.: Dutton. 231 pp. (3¼ pp. bibl.) \$2.50, net.
- Iswolsky, Alexander. Recollections of a foreign minister. [Author was Minister of Foreign Affairs of the Russian Empire, 1906-1910, and Ambassador to France until the Russian revolution.] Garden City, N. Y.: Doubleday Page. 303 pp. \$2.50, net.
- Kemal, Ismail, Bey. The memoirs of Ismail Kemal Bey. N. Y.: Dutton. 410 pp. \$7.00 net.
- Coggeshall, E. W. The assassination of Lincoln. Chicago: W. M. Hill, 22 E. Washington St. 106 pp. \$2.50, net.

## GOVERNMENT AND POLITICS

- Alley, J., and Blachly, F. F. Elements of government; with history and government of Oklahoma. N. Y.: C. E. Merrill Co., 432 Fourth Ave. 360 pp. \$1.30, net.
- Guthrie, William D. The Covenant of the League of Nations . . . a review. N. Y.: (Author.) 28 Park Ave. 82 pp.
- Hammond, J. H., and Jenks, J. W. Great American issues. N. Y.: Scribner. 274 pp. \$2.00, net.
- Martin, Charles E. The policy of the United States as regards intervention. N. Y.: Longmans, Green. 173 pp. \$2.00, net.
- Mills, Lewis S. Citizenship and government in the United States. N. Y.: Hinds, Hayden and Eldridge. 204 pp. \$1.00.
- Nearing, Scott. The American Empire. N. Y.: Rand School of Social Science. 266 pp. 50 cents.
- Wood, Leonard. America's duty, as shown by our history. Chicago: Reilly & Lee. 252 pp. \$1.25 net.

## List of Historical Articles in Current Periodicals

COMPILED BY LEO F. STOCK, PH.D.

## GENERAL AND MISCELLANEOUS

- Land Registers of Western Asia Under the Seleucids. W. L. Westermann (*Classical Philology*, January).
- The Princes and the Senatorial Provinces. Donald McFayden (*Classical Philology*, January).
- When Did Christ Die? Luchsius Semler (*Ecclesiastical Review*, March).
- The *Latina Colonia* of Livy, XL. 43. L. R. Taylor (*Classical Philology*, January).
- The "Alimenta" of Nerva and His Successors. Alice M. Ashley (*English Historical Review*, January).
- Forty Years of a Diplomat's Life (continued). Baron Rosen (*Saturday Evening Post*, February 26).
- The Last of the Hapsburgs. Theodore von Sosnosky (*Quarterly Review*, January). I, Emperor Francis Joseph; II, The Archduke Franz Ferdinand; III, Karl the First and Last.
- Bethmann-Hollweg: Personal Recollections of the Man and His Policy. Sir Thomas Barclay (*Fortnightly Review*, February).
- Japan's Far Eastern Policy. M. Soko (*Fortnightly Review*, February).
- The Great Political Crisis in Europe. Guiglielmo Ferrero (*Atlantic Monthly*, March).

## THE BRITISH EMPIRE

- Collegiate Churches. Rev. E. W. Watson (*Church Quarterly Review*, January).
- A Butler's Serjeantry. J. H. Round (*English Historical Review*, January).
- A Mention of Scutage in the Year 1100. W. A. Morris (*English Historical Review*, January).
- The Two Earliest Municipal Charters of Coventry. James Tait (*English Historical Review*, January).

- Maurice of Rievaulx. F. M. Powicke (*English Historical Review*, January).
- The Parliament of Lincoln of 1316. Hilda Johnstone (*English Historical Review*, January).
- The Battle of Edgehill. Godfrey Davies (*English Historical Review*, January).
- Five Indentures Between Edward IV and Warwick the Kingmaker. Cora L. Scofield (*English Historical Review*, January).
- Henry VIII and St. Thomas Becket. J. H. Pollen (*The Month*, February).
- Verses on the Exchequer in the Fifteenth Century. M. Dorothy George (*English Historical Review*, January).
- Early History of Jamaica, 1511-1536. Irene Wright (*English Historical Review*, January).
- The Authorship of Townshend's "Historical Collections." J. E. Neale (*English Historical Review*, January).
- The Beginnings of the *English Historical Review* (*English Historical Review*, January).
- South African Memories. John H. Hammond (*Scribner's*, March).
- Two Dominion Statesmen: I, Sir Wilfrid Laurier, by Edward Porritt; II, General Louis Botha, by Sir Lionel Phillips (*Quarterly Review*, January).

## THE GREAT WAR AND ITS PROBLEMS

- Passchendaele, 1917. J. H. Davidson (*Nineteenth Century and After*, February).
- The Man Who Prepared Victory: M. Théophile Delcassé. Stéphane Lauzanne (*National Review*, February).
- Michigan War Legislation, 1917. Charles H. Landrum (*Michigan History Magazine*, October).
- Echoes of the Paris Peace Conference. L. J. Maxse (*National Review*, February).
- Political and Social Reconstruction in France. Raymond L. Buell (*American Political Science Review*, February).

## UNITED STATES AND DEPENDENCIES

- Aid to Education by the National Government. Jonathan L. Snyder (*Michigan History Magazine*, October).
- Archives Hall Planned by Congress. Lily L. Rowe (*D. A. R. Magazine*, March). Contains some account of the Federal archives.
- The Control of Foreign Relations. Quincy Wright (*American Political Science Review*, February).
- State Rights and Federal Power. William P. Bynum (*American Law Review*, January-February).
- Legislative Compacts with Foreign Nations. Albert H. Washburn (*American Law Review*, January-February).
- The Minnesota Historical Society. Solon J. Buck (*Michigan History Magazine*, October).
- The Pilgrim and the Melting Pot. Carl R. Fish (*Mississippi Valley Historical Review*, December).
- The First Push Westward of the Albany Traders. Helen Broshan (*Mississippi Valley Historical Review*, December).
- Washington as Surveyor and Map-Maker. P. Lee Phillips (*D. A. R. Magazine*, March).
- Potomac Landings, III. Paul Wiltach (*Country Life*, February).
- The Pocket in Indiana History. Thomas J. de la Hunt (*Indiana Magazine of History*, December).
- The History of Madison (Indiana). Compiled by the Women's Club of Madison (*Indiana Magazine of History*, December).
- Jane Grey Swisshelm: Agitator. Lester B. Shippee (*Mississippi Valley Historical Review*, December).
- The Missouri Tavern. Walter B. Stevens (*Missouri Historical Review*, January).
- A Century of Missouri Agriculture. F. B. Mumford (*Missouri Historical Review*, January).
- A Century of Education in Missouri. C. A. Phillips (*Missouri Historical Review*, January).
- One Hundred Years of Banking in Missouri. Breckinridge Jones (*Missouri Historical Review*, January).
- My Brother Theodore Roosevelt. Corinne Roosevelt Robinson (*Scribner's*, March). II. Green fields and foreign faring.
- History of Taxation in Iowa, 1910-1920. John E. Brindley (*Iowa Journal of History and Politics*, January).

Historical Activities in the Trans-Mississippi Northwest, 1919-1920. John C. Parish (*Mississippi Valley Historical Review*, December).

Joys and Sorrows of an Emigrant Family. Joseph Ruff (*Michigan History Magazine*, April-July).

The Republican Party Originated in Pittsburgh. Charles W. Dahlinger (*Western Pennsylvania Historical Magazine*, January).

Mirabeau Buonaparte Lamar (continued). A. V. Christian (*Southwestern Historical Quarterly*, January).

A Campaigner for Lincoln. Ervin S. Chapman (*Collier's*, February 12).

The Lincoln They Saw. Garret Newkirk and G. B. Wallis (*Outlook*, February 9). I, A Reminiscence of a Lincoln-Douglas Debate; II, A Reminiscence of Lincoln's First Inauguration.

Race Legislation in South Carolina since 1865. Francis B. Simkins (*South Atlantic Quarterly*, January).

William Henry Ruffner: Reconstruction Statesman of Virginia. C. Chilton Pearson (*South Atlantic Quarterly*, January).

The Church in the United States, 1870-1920. Rev. Peter Guilday (*Catholic Historical Review*, January).

Fifty Years of Negro Citizenship as Qualified by the United States Supreme Court. Carter G. Woodson (*Journal of Negro History*, January).

Detroit Commercial Organizations. William Stocking (*Michigan History Magazine*, April-July).

The Shingle Weavers. George M. James (*Quarterly Journal of the University of North Dakota*, January). Essay on the International Shingle Weavers' Union.

A Cleveland View of 1920. George F. Parker (*Forum*, January).

My Brother, Theodore Roosevelt. Corinne Roosevelt Robinson (*Scribner's*, February). The Nursery and its Deities.

Santo Domingo: A Study in Benevolent Imperialism. Randolph G. Adams (*South Atlantic Quarterly*, January).

**EUROPEAN SUMMER SCHOOL**

TRAVEL with EDUCATION and RECREATION combined

Weekly sailings through JUNE and JULY

Interesting itineraries Prices reasonable

Write for details to

**BUREAU OF UNIVERSITY TRAVEL, 16a Boyd St., Newton, Mass.****UNIVERSITY OF COLORADO  
BOULDER, COLORADO**

Summer Quarter, 1921

First Term, June 13-July 20

Second Term, July 21-Aug. 27

In the foothills of the Rockies. Ideal conditions for summer study and recreation. Courses in Liberal Arts, Law, Medicine, Ophthalmology, Engineering, and Vocational subjects. Able faculty. Eminent lecturers. Attractive courses for teachers. Address Registrar for catalogue.

**SUMMER SCHOOL****CLARK UNIVERSITY, WORCESTER, MASS.****July 5th to August 12th**

College and Graduate Courses

Special Opportunities in Geography, History, Civics, Psychology, Education and English

Excursions to Places of Scientific or Historic Interest

Open Lecture Course

Entertainments

Two Regular Courses \$30

**SEND FOR CATALOGUE**

## The March, April, May and June Numbers of the HISTORICAL OUTLOOK

will contain stenographic reports of the Conference on History Teaching held at Washington, December 29, 1920. The papers read will be given in full; together with the

**REPORT OF THE COMMITTEE**

on History and Education for Citizenship; and the outlines of the course of study for the Ninth, Tenth and Eleventh years, with the *proposed Syllabi*. The Syllabus for the Tenth Grade will appear in the May issue; the Syllabus for the Eleventh Grade will appear in the June issue. Persons desiring extra copies of these issues should

**ORDER IN ADVANCE**

as the edition will be limited. Orders may be placed now with the publishers of THE HISTORICAL OUTLOOK. Price, 25 cents for each number.

**McKINLEY PUBLISHING COMPANY**  
**PHILADELPHIA**

## A Library for History Teachers

Perhaps for no other subject in the school curriculum is there such a body of information and suggestions on teaching methods as is to be found in the eleven volumes of *The History Teacher's Magazine* and its successor

### THE HISTORICAL OUTLOOK

Nearly all the successful writers of history, a great many of the best history teachers in Secondary Schools and Colleges, and teachers and principals in the Elementary Schools have contributed to its pages in the last decade. There is probably not a phase of history teaching, whether of method or content, which has not been treated in the pages of the

### BACK NUMBERS NOW AVAILABLE

The publishers still have on hand bound copies of volumes IV to XI, which will be sold while the supply lasts, for *Three Dollars a volume*. Many unbound copies from volume I to volume XI are still available, and will be sold at the uniform price of *twenty-five cents a copy*, although some of the early issues are now very scarce.

These publications are especially valuable for

### TEACHERS TRAINING COURSES

in Colleges and Normal Schools, as well as for the private libraries of history teachers. Persons interested are urged to write to the publishers while the complete bound volumes are still in stock.

**McKINLEY PUBLISHING COMPANY**  
**PHILADELPHIA**